

THIRTY-FIFTH ANNUAL REPORT

... OF THE ...

Superintendent of Common Schools,

... FOR THE ...


City and County of San Francisco,

1887-88.


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ANNUAL REPORT

OF THE

Superintendent of Common Schools,

OF THE

City and County of San Francisco

FOR THE

FISCAL YEAR ENDING JUNE 30, 1883.



SAN FRANCISCO:

W. M. HINTON & Co., PRINTERS 536 CLAY STREET

1888.

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1888.

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R E P O R T

OF THE

Superintendent of Common Schools.

*To the Honorable the Board of Supervisors
of the City and County of San Francisco:*

GENTLEMEN: In accordance with law, I have the honor to submit herewith the Thirty-fifth Annual Report of the Superintendent of Common Schools for the City and County of San Francisco, for the fiscal year ending June 30, 1888.

The year has been one of more than ordinary interest and success in all matters appertaining to the welfare and progress of public education in this city. Our teachers, as a whole, have been doing earnest, faithful and efficient work. Their aim has been to meet the demands of the public with reference to the all-important matter of popular education. There seems to be, and we think there really is, more disposition manifested to reason with one another and with the people generally as to the character of those demands, to acquaint themselves more thoroughly with the true nature of the work required of them, and with the best means of rendering their labors more effective in the accomplishment of the great purposes for which our system of public schools has been organized. All seem to have very rightly directed much careful thought and attention to the motives by which children in our schools should be induced to study. Less attention and less time has been devoted to the mere recording of marks of progress, and much more has been given to ascertaining and practicing the more improved methods and appliances for awakening and cultivating the power to think. More care and effort has been directed to the training

of the observing faculties of the pupils, thus leading them to a higher and better and more practical comprehension of what they learn. Less effort has been directed to the cramming processes that have heretofore greatly characterized the work of both teachers and pupils of the Department, and more to the means by which true development might be secured; more to the cultivation of that power of mental digestion and assimilation which is best fitted to enable pupils to utilize their powers in generating learning from what they learn. The aim of the teachers has been more closely directed to the guidance and training of the children in the prosecution of such studies and exercises as rightly tend to produce a more harmonious and symmetrical development of all their faculties. The design of our public schools is to teach and to train the children in those things which it is necessary for all to know. The originators of our common schools wisely deemed them necessary for the perpetuity and prosperity of the State. They rightly considered that general intelligence, thorough mental, moral and physical discipline, and the cultivation of the power of self-control, formed the only proper foundations for success in the varied vocations and industries of life. Our teachers are imbued with these correct ideas of education, and of the functions which appertain to the sphere in which they labor. Proper comprehension of duty and responsibility leads to their proper discharge, and we believe that we have reason to say that the teachers in the common schools of San Francisco understand their duty and appreciate their responsibilities, and that, understanding and appreciating, they have honestly, earnestly and successfully acquitted themselves. Our observation and our acquaintance with them justifies us in the assertion that in character, capability and enthusiasm in the execution of their work, the teachers of this city will compare favorably with those of any in the land.

No doubt much of the increased interest in our schools, and much of the modification upon the plans and processes heretofore employed, is attributable to the efficient and able efforts of those to whom were assigned the important and arduous duties of inspection, and to the suggestions and instructions given by them to the teachers in the various grades of the schools.

The Head Inspecting Teacher, Mr. James G. Kennedy, has been instant in season, and often out of season, in the performance of the work belonging to his position. If he has erred at all it has been in the exercise of too much zeal in the discharge of his duties. We expected to hear complaints from many of the principals and teachers to the effect that he was interfering with them in the discharge of their duties. He did interfere, and rightly, to break up many of the hide-bound processes that had become fastened upon the Department, impeding proper progress. He brought to bear his knowledge of the philosophy of teaching to lift the teachers from the ruts of routine work into which many of them had fallen, and to place them upon a highroad to greater success in the training of pupils in all those processes of development, and in the acquisition of such learning as would tend to make them more self-reliant and better thinkers. He fearlessly and faithfully denounced whatever was wrong in methods of instruction or in modes of discipline. As fearlessly and faithfully he promulgated and practiced the more advanced ideas of better, truer and more practical modes of instruction, training and discipline. It affords us pleasure to bear witness to the zeal and ability with which he labored in the discharge of the onerous and often disagreeable duties incumbent upon him in his responsible position. In his retirement from the field of labor in our public schools, the teachers, the pupils and the public are deprived of the aid and counsels of an able, earnest and faithful educator. We congratulate this community, however, on the fact that his eminent abilities and services are simply transferred from this to another part of the great educational vineyard. We know that in whatever field he labors, his duty in the cause of popular education will be well and faithfully done.

The Assistant Inspecting Teacher, Miss Laura T. Fowler, is too well known by the friends of our public schools to need any commendation at our hands. She is an educator possessed of broad and liberal views, and in all respects worthy of the esteem in which she is held among educators. She is an honest, capable and faithful worker. In her we are assured the teachers have a faithful friend and adviser, and the public a watchman on the towers who will see to it that their interests are carefully

conserved. Her time, her talents and her energies are employed in the right place.

Of our Deputy, Mr. Madison Babcock, we will say that we can commend him to the friends of education in San Francisco as "the right man in the right place." We hazard nothing in saying that the honorable gentlemen composing the Board of Education will heartily join with us in so representing him. Not only is he possessed of all the elements of gentlemanly character, scholastic ability and great efficiency that constitute the educator in the highest sense of that term, but he is preeminently endowed with those attributes which constitute him a most excellent executive officer. He brings to the discharge of his duties a love for the profession and an experience in educational work that render him capable of most efficient service in the conduct of our schools. We do not need to direct him; his quick perception of what is best, and his skill in the execution of his duties, make him a most excellent assistant to the Department and the teachers in the accomplishment of more and better work.

We would be unjust to one of the most faithful and persistent of our assistants were we to neglect or omit to make honorable mention of Miss Anna Stovall, to whom, is committed the special supervision and direction of the Kindergarten work. Her diligence, earnestness and ability in that work have won the praise of its friends in both our public and private schools. The teachers in whose classes the Kindergarten work is practiced look upon her with a respect approximating love. She is always at the post of duty, and her works do testify in her praise.

Thanks to the deserving is honorable meed. We have felt our own labors to be much lightened, and to be made much more instrumental for good, because of the generous assistance and service of the Deputy and Inspecting Teachers, including the special Kindergarten Teacher. To them all, on behalf of the Board of Education, the teachers, the schools, the public, and ourself, we cheerfully give our tribute of praise and satisfaction.

There are many topics of interest to which attention might be profitably directed. Without employing any particular order, we note the following:

SCHOOL INSPECTION.

Relative to the system of school inspection inchoated by a former Board of Education, and continued and extended by the present Board, we might say much. That a thorough plan of inspection is necessary for the success of any system of public education all educators are agreed. It was in view of this fact that the offices of State, City and County Superintendent were created. But the duties imposed upon these officers are such as preclude the possibility of any supervision except such as is of a very general character. To secure the object designed by any scheme of inspection, it is necessary not only to inspect, but also to thoroughly examine the schools. Dr. John D. Philbrick, one of the most distinguished of American educators, writing on this subject says:

“Inspection is a visitation for the purpose of observation, of oversight, of superintendence. Its aim is to discover, to a greater or less extent, the tone and spirit of the school, the conduct and application of the pupils, the management and methods of the teacher, and the fitness and condition of the premises. Good inspection commends excellencies, gently indicates faults, defects and errors, and suggests improvements, as occasion requires. An examination is different from an inspection, both in its aims and methods. An examination is a thorough scrutiny and investigation in regard to certain determined matters for a specific purpose.”

As we understand it, it was, and is, the intention of our Board of Education in the appointment of Inspecting Teachers to have them visit and examine the schools; to see that the pupils are properly classed; to point out any defect in the organization of the classes; to examine the methods of instruction in the various branches; to suggest improvements in methods of instruction and discipline; to aid the teacher by timely counsel; and generally to see that all the rules and regulations for the conduct of the schools are properly observed.

There are now in the schools of this city seven hundred and nine classes, taught by eight hundred and six teachers, all characterized by the possession of ideas on the subject of common school education as variant in many respects as are the lineaments of their countenances. This diversity of opinion, and consequent difference in modes of instruction, constitutes the chief obstacle in the way of arriving at any well formulated

system of procedure. Differences in methods of training and discipline are noticeable in every class-room. There are those of the teachers who consider a certain course of study the only proper one; there are others wedded to another course; there are those, and their number is not small, who seem to have no plan—indeed, who seem to have given but little attention to the consideration of any of the important matters appertaining to their calling. Some characterize corporal punishment for wrongdoing as inhuman; others believe that to spare the rod spoils the child; others that believe in checks for everything; others again who have endeavored to study the philosophy of discipline. In the midst of all the varying circumstances of locality, wants, differences of disposition, and differences of home training and home discipline, it is almost an impossibility to devise anything in the conduct of our schools that may be dignified with the name of system. In graded schools there must be unity of general plan, and uniformity in the general mode of carrying that plan into execution. There must be, too, uniformity of time for the prosecution of every branch taught in the school, otherwise proper grading becomes practically impossible. Confusion, loss of time on the part of both teacher and taught, and dissatisfaction on the part of the patrons of the schools must be the consequence of incoherence in time and method. Details of method and work may exist without harm, but general system of instruction, and general course of study cannot be dispensed with without serious injury. In order to insure the proper observance of these essentials, and proper conformity to the rules and regulations prescribed for the guidance and control of teachers and pupils there arises a necessity for a well organized scheme of supervision. Cursory and infrequent visit by the Superintendent and his Deputy are not sufficient. Abundant time should be allotted to each visit, and the visits of the supervising authorities should be sufficiently frequent to enable them to form proper estimates of the character of the methods of instruction employed and of the general proficiency of the pupils, as well as of the manner in which all the duties of the teachers and pupils are performed.

There are in this Department sixty-eight schools, having in all seven hundred and nine classes. Now, were the Superintendent

and the Deputy to devote their entire time to visitation, it would be impossible to spend in the classes even a moiety of the time requisite to enable them to do the work of inspection that is necessary in the manner in which it should be done. When it is considered that this work embraces an examination into the character of the organization of the schools and classes, the character of the grading of pupils, of the discipline employed, of the methods of teaching pursued by the class teacher, of the work done by the Principals, and of the proficiency attained by the pupils in the various branches of their work, an approximate idea can be formed of the onerous nature of the duties required of the party who is charged with the responsibility of ascertaining and reporting upon the status of the several schools and classes, and whether the teachers are accomplishing good, moral, intellectual and physical advancement, making the schools in all respects subserve the purposes designed in their establishment. The Superintendent and the Deputy are not able to do all this work. Hence arises the necessity for the appointment of those to whom, under the direction of the Superintendent, can be specially deputed the duty of visiting the classes, conferring with the Principals and teachers relative to all matters that may conduce to greater efficiency, illustrating the best methods of instruction, examining the classes, inquiring into the methods of discipline—in short, the doing of any and all things that may enable them to give correct reports to the Superintendent and Board of Education as to the character and condition of the schools in all their varied relations. It was in view of these things that the present Board deemed it wise to increase the inspecting force.

It has been said that the Inspecting Teachers were appointed for the sole purpose of exercising a species of espionage over the teachers of the Department, and that their appointment had generated a servile fear on the part of teachers productive of harm. The first is too silly an allegation to require refutation; the opinion of teachers, fully expressed, is answer to the last. Competent and faithful teachers have no reason to fear any interference by the Board, the Superintendents, or the Inspecting Teachers. Incompetents need to be made competent, or to be compelled to give place to those who are competent. Just com-

commendation to the deserving should never be withheld; we believe we are correct in saying that it has not been. The supervising corps have found many, very many, things to commend, of which teachers, pupils, parents, everybody, has reason to be proud. The Department does not lack in excellencies—excellent teachers, excellent pupils, faithful, conscientious, excellent work; but it would be strange if, in so large a Department, there should not be found many things requiring emendation. We have found many things requiring correction, and many teachers who have but a very moderate conception of their duties and responsibilities, and comparatively little knowledge of how best to discharge their duties when known. Nor have the deficiencies been ascertained to exist among the class teachers alone. There are Principals who need to reconstruct their ideas and methods both as to instruction and general management. Such teachers and Principals need aid and good counsel, and we have found that those who desire to acquit themselves rightly have been only too glad to avail themselves of all the counsel, suggestions and assistance that experienced instructors can give them. There is no avocation in which the liability to degenerate into rut-work is so great as in the profession of teaching, and no place in which the consequences are so far-reaching in evil tendency. We are pleased to be able to say that, had no other benefit accrued from the appointment of Inspecting Teachers and from their work, the fact that they have been greatly instrumental in lifting the teachers out of the beaten track of mere routine, in which many of them had been laboring, will alone compensate for any expenditure incident to their employment.

The system of inspection in this city is as yet in its mere infancy; when experience shall have enabled proper plans for its full efficiency to be adopted, our good teachers will heartily endorse it; many, in fact most, of them do so now. We may reasonably expect to find those who do not believe that they have any need of further effort for self-improvement, those who, having received their certificates to teach, sit down in a spirit of self-sufficiency, regard it as specially intended for them, and, therefore, we expect to see them condemn it. Whether they condemn or not matters little, if it may by any means conduce

to wake them up to a proper realization of their own and the interests of their classes. The effect of the work of inspection has, thus far, had a waking-up tendency; we opine that it will continue to have.

WHAT TEACHERS OWE TO THEMSELVES.

It may appear out of place to allude to a matter in regard to which it might reasonably be supposed that all have proper views. We have found so many, however, who seem to think that, when they have secured their warrant of qualification to teach, their course of study and preparation for duty is completed. We live in an age characterized by rapid strides of progress in every department of life, and the science and art of teaching forms not an exception. The true teacher must be a persevering student, fitting himself constantly with the power and the aptitude to bring forth for the benefit of his pupils all that knowledge and skill which comes from complete familiarity not only with the branches taught, but with all that appertains to the more improved processes of school work.

Our observation leads us to the conclusion that comparatively few of our teachers devote themselves to the prosecution of any well-devised plan for self-improvement. Many, in fact most, of them seem to think that not much is required of them in order to be able to instruct their classes. The day when such teachers can prove themselves fully successful has passed. It will not answer to be well versed in simply the text book. Text books are in many things giving place to exercises of a more practical nature. The old mode of recitation drill has become well nigh an exploded one, and now familiarity with subjects, and the best methods of presenting subjects, has become the prominent factor in the accomplished teacher. Teachers should provide themselves with some of the able educational periodicals of the day, that they may be able to come into intercourse with the advanced thought and action of the times, and keep themselves fully abreast with all improvements in their profession. Extended knowledge and self-discipline are as necessary in the case of teachers in our primary and grammar grades as in any other portion of the school course. We do not mean extended knowledge of technical studies, but that knowledge which is

gained by a thorough course of reading relative to their work. The physician who, having obtained his license to practice, puts aside his books, will soon find himself without patients. The lawyer who neglects his volumes of decisions and general principles of law will not long retain his clients. The teacher who neglects to acquaint herself with the advanced ideas of her calling will soon fall behind in the great competitive race in school work. It will not do to sit composedly by wrapping one's self in the cloak of self-satisfaction.

If a Teachers' Institute is called to assemble in our city, most of our teachers would take advantage of the occasion to enjoy a holiday were it not that usually along with the call comes a sanction in the way of loss of salary. We frankly admit that we can hardly blame teachers for not attending Institutes, conducted as they often are; but in the main these gatherings are occasions of great interest and benefit to those who do attend. By intercourse with one another, by comparison of methods and interchange of ideas, teachers are greatly stimulated to higher and better effort for their own advancement. By seeing different methods of teaching the various branches properly delineated, even though they may not meet approval; by listening to lectures on matters either directly or indirectly connected with their work, they will imbibe ideas that will be of practical benefit. If in no other way are they benefited, they will be caused to examine their own plans and ideas of school work. Much of the improvement, indeed most of the advances made in educational affairs in this country are the direct result of teachers' associations.

THE NATIONAL EDUCATIONAL ASSOCIATION.

In this connection it is proper to allude to the meeting in San Francisco of the National Educational Association. Some three years ago, Principal O'Connor, of this city, and Hon. C. S. Young, then State Superintendent of Public Instruction in Nevada, made a strenuous effort to have the session for 1887 held here. The attempt, however, failed. But a good impression had been made upon Eastern members. In 1887, at Chicago, the Hon. Ira G. Hoitt, State Superintendent of Public Instruction, and the Hon. F. M. Campbell, Superintendent of Schools in Oakland, renewed the attempt. The effort of the

previous year had paved the way for the successful issue of this second attempt, and the Board of Directors decided to hold the session of 1888 in San Francisco, provided guarantees for sufficient membership could be given by our people, and satisfactory arrangements could be made for transportation. About the middle of October, 1887, the President of the Association, the Hon. Aaron Gove, visited San Francisco. He was entertained in becoming manner by your Honorable Body, the Board of Education, and a number of those directly interested in our public schools. The necessary aid was pledged by his Honor Mayor Pond, and a committee composed of members of the Board of Supervisors, the Board of Education and others. Satisfactory terms were consummated with the railroad authorities, and President Gove returned, leaving us the assurance that he would do all in his power in advocacy of the claims of San Francisco. Not long afterwards we were advised that this city had been selected as the place for holding the session of 1888. The State Superintendent of Public Instruction, Honorable Ira G. Hoitt, Superintendents F. M. Campbell of Oakland, W. M. Friesner of Los Angeles, B. F. Howard of Sacramento, Principals James K. Wilson of the Boys' High School, Joseph O'Connor of the Valencia Grammar School, Head Inspecting Teacher James G. Kennedy, and ourself, were appointed by the National Board as a Local Executive Committee, with power to make all necessary arrangements for the meeting. This Committee began their labors forthwith—appointed all the necessary sub-committees, and made all arrangements necessary to insure the success of the meeting. We would be remiss in our duty were we to neglect to chronicle the long, earnest and faithful work of the Executive Committee. Too much credit cannot be given to Superintendents Hoitt and Campbell and to Principals Wilson and O'Connor for the unremitting zeal displayed by them in their attention to every particular in making the arrangements that were considered necessary. To their good judgment and assiduity is attributable most of the success which crowned the occasion, and made it the most memorable in the history of the Association.

To the chairmen and members of the several committees much credit belongs for the able manner in which they performed the

trusts imposed upon them by the Local Executive Committee, and which they so cheerfully accepted. The thanks of the Committee are especially due to Messrs. J. K. Wilson of the Reception Committee, F. M. Campbell of the Transportation Committee, Madison Babcock of the Committee on Hotels and Accommodations, Joseph O'Connor of the Committee on Exposition, James Denman of the Committee on Registration, A. M. Burns of the Committee on Halls and Places of Meeting, J. J. Haley and D. B. Jackson of the Committee on Excursions, Marcus D. Higgins and H. J. Lask of the Press Committee, Ira G. Hoitt of the Bulletin Committee, and to Mrs. Sarah B. Cooper of the Committee on Kindergarten Work.

We must not neglect to make honorable mention of the services rendered by the members of your Honorable Body, particularly those of his Honor Mayor Pond, and Supervisors A. M. Burns, A. F. Knorp, S. Morton and Colin M. Boyd; also, of those of Messrs. W. F. Goad and C. B. Stone of the Board of Education.

But distinctions are odious. We desire to express on behalf of the great cause which we represent our hearty appreciation of the co-operation and assistance of all. The citizens of San Francisco, the teachers of San Francisco and of the State, and the Press of our city came to the aid of the Executive Committee in so noble a manner as shows beyond any doubt that no interest of our city or State is so dear to the people as is the cause of public education. That which was begun with misgivings and doubt ended with great success and exultation, and San Francisco and the State fully maintained the reputation for hospitality and good cheer which has heretofore characterized them. Our Eastern friends, our friends from everywhere, were entertained in royal manner, and all returned glad that they had come, and favorably impressed with our people and the glories of our great State. The occasion was one that will have a marked effect, not only in the increased interest in behalf of our public schools, but in greatly increased benefit to all the material interests of our State. Success has enabled us to return to their home-fields of labor hundreds of wide-awake, intelligent, noble co-workers, who will be enabled to communicate to thousands the beauties, the bounties and the glories of this great

State. Thousands of audiences of young people will be entertained and delighted by the portrayal, from thousands of rostrums in the schools of other States, of the generous hospitality of this people, and of the productiveness and beauty of this golden land.

We owe proud tribute to the teachers of the State; they have done honor to themselves and to the great cause in which they labor. For ourself, we tender to the teachers of San Francisco our most sincere thanks; we are proud of them. We entered into this great undertaking with misgiving; they have enabled us to come through and out of it with rejoicings and credit to themselves and to us. The people of San Francisco may rest well assured that in the hands of such teachers public education, their own interests, and the interests of those nearest and dearest to them, will be properly conserved and promoted. To the officers and members of the Teachers' Mutual Aid Society much credit is due. They spared no labor or expense in the entertainment of their friends, and added much to the joy of the occasion. The fund raised by voluntary donation on the part of the teachers of San Francisco enabled them to keep open headquarters and entertain visitors in a style creditable to all.

We had almost forgotten to mention the kindness and hospitality extended by the proprietors of the various hotels and other places of accommodation in the city. Messrs. W. B. Hooper, of the Occidental, and C. H. Livingston, of the Palace, deserve especial mention. Everything was done by them that could be done for the comfort and pleasure of all.

We cannot close our allusion to this Convention without quoting the estimate formed of it by our genial friend, W. E. Sheldon, whose presence with us during its session did so much to add to the joy and the profit of the occasion. In the issue of the *American Teacher* for September, 1888, he thus voices his opinion, which, we doubt not, meets with hearty response from all our visitors:

"The meeting at San Francisco was the best-entertained gathering of teachers that has ever been enjoyed in the world—probably the best that will ever be known in the future of the world's history. We appreciate how extravagant such an expression seems, but the conditions were such as will probably never be repeated. They certainly will not occur in Europe

or Asia; they cannot in Africa; they will not in South America. The Eastern States have passed a long way beyond the possibility of any such display of hospitality. Our lesser cities could not do it if they would, and the larger would not if they could. It cost the State, counties and cities literally a total of tens of thousands of dollars to entertain the eight thousand teachers in attendance as they were entertained. California could well afford to do it, and we are glad she did it. It will go into history as a phenomenal event in the life of teachers.

"It is all well enough to say that we do not desire a repetition of such luxuriance of hospitality, but we are just as glad that we have had one experience of it. We do not think it well to have another meeting as large as that at Chicago in '87, but we are pleased that there has been one such monster gathering."

RULES AND REGULATIONS.

After a very careful study of the Rules and Regulations adopted by the Board for their own government and that of the schools, we are of opinion that they are entirely inadequate to meet the wants of the Department. They are, in many cases, so very indefinite and badly worded that it is difficult to comprehend their meaning—if, indeed, they have any meaning. We proffer the suggestion, for the benefit of the next Board of Education, that more time and care should be appropriated to this important matter, and that in formulating a proper code of Rules and Regulations they should invoke the aid and counsels of those who have experience in the workings and management of the schools, and who have knowledge of the necessities of the Department in this particular. Much of the harmony and successful progress of the schools depends upon the character of the rules for the guidance and government of the teachers; much, too, upon the nature of those which the Board adopts for its own government and direction. Good, well-matured regulations in a Department like that of San Francisco are a necessity, and hence arises the necessity for more time and more consideration in their adoption. The present Rules and Regulations need entire revision. Some need to be elided; others need amendment; all need better arrangement and more definiteness. We trust that the Board who shall take their places in January next will exercise care and consideration in this matter commensurate with its importance.

MODE OF ELECTING TEACHERS.

This we consider to be exceedingly faulty, and not at all calculated to result in the selection of the fittest. Each Director, in turn, nominates to the Substitute Class, and whomsoever he nominates is chosen. It is true that all the Directors have a voice in the election of the nominee, but it is a kind of Hobson's choice. We have not known any instance in which a nominee of a Director has been rejected. By the general law no teacher can be dismissed from the Department, after election, except upon charges of unprofessional conduct, violation of the rules of the Board of Education, or incompetency. It is a fact patent to all that it is much easier to get a teacher into the Department than to remove one from it, however incompetent. No duty devolving upon the members of the Board of Education is comparable in sacredness and in its bearing upon the well-being of the schools with that of the selection of those to whom is to be delegated the immortal interests of children; hence the discharge of no duty involves so much careful consideration. "As is the teacher so will be the school," is a maxim the truth of which has been proven by the experience and the observation of all. Such being the case, how extremely circumspect should they be to whom this vital interest and trust is committed. We regret to be compelled to say that its importance is seldom considered or appreciated. Eminent fitness in moral character, scholastic attainments, and in all the accomplishments that tend to benefit and beautify, should be the only considerations that would influence members in choosing those who are not only to preside over the interests of the schools, but who have in their keeping and guidance not alone the welfare of the children of the community, but also the most important interests of the State and Nation. Teachers exercise influences in the formation of the characters of individuals and communities more powerful for good or ill than any other—we believe than all other instrumentalities. Hence what manner of persons should they be who are selected for the important and responsible work, and what manner of persons should they be who select them, and what care should be manifested in the selection.

It is but just to say that whilst the honorable gentlemen who compose the present Board of Education have followed the

mode of election of teachers which has for some time obtained in this Department, they have been unusually careful. We know of no one of their appointees that has failed to come up to the full standard of excellence. Indeed, we may very truthfully say that they have had the moral courage, in spite of the entreaties of friends, and all other influences, to place none in position unless reasonably satisfied that they were competent and would prove successful. They seem to have, and we really believe have, put aside all other considerations except those of competency, and have endeavored to discharge this important trust in the interests of the children. We are aware that the allegation of personal or political favoritism is often made, but it is made most generally by disappointed candidates or their friends, without any personal knowledge, or, in fact, any knowledge or ground upon which to base such allegations. An examination of the acts of the present incumbents will fully exonerate them from the odium of such a practice.

Still the whole process of choosing teachers is radically wrong, and is but a means of distributing patronage among the members of the Board. The inevitable consequence must be that frequently the less deserving and the less capable gain admission to the exclusion of those who would be in all respects a pride to the profession.

The experiences of the present Board in their efforts to remove incompetent teachers ought to impress them and their successors in the Board, of the great necessity that exists for more careful scrutiny into the character and qualifications of all applicants for place as teachers in our schools. Having gained a foothold it becomes a matter almost impossible to remove a teacher however unfitted or unworthy. We do not attach the blame for the non-removal of inefficient teachers to the members of the Board. The people themselves are the parties at fault. Let charges of incompetency be produced against any teacher, however undeserving, and immediately the cry of persecution is raised, or anathemas are heaped upon the members of the Board with the allegation that the removal is attempted for the gratification of some political or religious bias. Friends, and even those who have not the slightest knowledge of the competency or incompetency of the accused, hie themselves to the rescue.

Every influence is brought to bear upon the members of the Board to deter them from doing that which the plain behests of duty dictate should be done. The natural consequence of all this is that to-day there are many in this Department to whom no honest Director or Superintendent would for a moment think of advising parents to send their children.

We may be asked, in common phrase, "Well, what are you going to do about it?" We may reply by asking the people the same question. It is a question not easy of solution. Yet it occurs to us that there can be but one way to prevent the introduction of weak inefficient teachers. Let the axe strike at the very root of the evil. Do away with the present plan of selecting teachers. Modify the law in such way that the members of the Board will not all be chosen at the same time. We would have the Board so constituted that not more than one-half of the members should be chosen at any one election. This would always retain in the Board a number of Directors whose experience and observation have enabled them to become familiar with the character and the wants of the Department, and acquainted with the status of the teachers in the several schools. As it is at present the entire Board is changed every two years. Scarcely have the members become familiar with their duties and how best to discharge them, until they are required to give place to others, who in turn must go through the same groping process, to be in turn supplanted by others. If the plan here suggested were adopted, there would be little, if any, occasion afforded for the allegation of wrong-doing in the selection of teachers, and little opportunity for incompetent teachers to get into our schools. One portion of the Board would prove an effectual check upon the other, and all the interests of the schools would be better subserved by the subjection of every contemplated action of the Board to more careful consideration.

We would change the entire plan for electing teachers by substituting for it a practical, probationary, competitive one. We do not mean such a competitive mode as was in vogue a few years ago, which merely considered the applicants in respect to their scholastic acquirements. There is but one process by which it can be determined whether an applicant for position possesses the requisite aptitude to teach or not. One

may know all about the theory of teaching, and be thoroughly skilled in scholastic lore, and yet prove to be a signal failure as a teacher. Tact, power to control, ability to impart, general demeanor, are all important factors in the character of a teacher. The possession of these attributes cannot be determined by any kind of examination. By their acts shall the teachers be known. Hence, we think that the election of teachers to full position in the Department, no matter whether they have ever taught or not, should be deferred until such parties have presented opportunity to the members of the Board and the Superintendent to form, from their inspection of the actual work in the schoolroom, a basis upon which to form a correct opinion of their ability to teach and manage a class or school. Let the door of admission to the Department be most carefully guarded in this way, and seldom will occasion for preferring charges arise.

Should the preferring of charges become necessary, let them be carefully examined; let the accused party have a proper hearing without dragging in the technicalities of law. Truth and justice—justice to parents and children as well as justice to the teacher—should be the object of all investigation. The conservation of the rights of all parties should be the only aim. No maudlin sympathy for teachers should be permitted to bias judgment. Let the Board, through the instrumentality of the Superintendents and Inspecting Teachers, as well as by their own inspection, endeavor to acquaint themselves with the status of the teacher. Let the teacher be heard, but not a whole community who know nothing about the qualifications of the teacher.

TRANSFER OF TEACHERS.

That the right to transfer teachers from one school or class to another belongs to the Board of Education is manifest. One may be a successful teacher in one school, or class, or community, and yet unsuccessful in another. We know a teacher in a sixth grade, in one of our principal schools, whom we believe to be one of the very best in that grade that we have ever known. She has the good sense to believe that if she were to take a fifth or any other grade she would be much less successful, if, indeed, she did not entirely fail. We know another who

always desires to labor in an eighth grade, because, as she says, she loves little children and desires to work with them, and with them we know her to be successful. We allude to these cases simply to show that teachers should be placed by the Board in those classes for which they have both natural and acquired aptitude, and in which they can be most effective in the accomplishment of good work.

The evils resulting from the too frequent transfer of teachers do not arise from the mere change of class or school; this may be often a matter of benefit to both teacher and taught. But the wrongs do arise from the manner in which the transfers are made, and from the improper time of making them. Seldom, if ever, is any attention directed by the Committee on Classification or by the Board to the desirability, the expediency or the benefit of the change. Transfer should never be made except upon the assignment of some good and sufficient reason, and never unless it shall plainly appear that benefit to the classes will result, or, at least, that no harm can result. Our observation has brought us to the conclusion that transfer is more generally caused by the teachers themselves than by the members of the Board. We have always been of the opinion that the teachers are made for the schools, and not the schools for the teachers; an opposite opinion, however, seems to prevail generally among our teachers. Teachers desire to obtain place in our large central schools. The mere whim that they would like to be in such a school controls, and they importune the members of the Board with such vehemence, and bring to bear such influence, that, often, these members yield to save themselves from continued annoyance. We are well aware that the Board, and particularly the Classification Committee, have to bear the odium of change; but we think these parties are to blame only in so far as they fail to adopt a positive rule relative to this matter, and closely adhere to the rule. Applicants for place are perfectly willing to take any position in order to get into the Department; but, being in, their energies many times are more devoted to their own promotion than to that of their pupils. Few are willing to take what may be termed the lowest seat in the synagogue, and remain in it until well known and eminent fitness entitles them to an invitation

to go up higher. Even though the salary remains the same, most of our teachers are anxious to occupy a place in the higher grades and in the larger schools. They are willing to undergo^o all the additional labor, and take all the additional chances of failure, if only they can have higher grades. They seem to think that there is more honor attaching to them in these places than in the lower classes.

Principals are often at fault in this matter, and even permit themselves to interfere in an unprofessional manner with other schools, apparently not caring how much those other schools and their community may be injured if they can build up their own schools. Then, again, many of the Principals treat their teachers in such manner as make it so very unpleasant that the teachers, in a species of self-protection, are compelled to seek change. We regret to say that there are Principals, fully capable in all other respects, who act in so overbearing and tyrannical a manner as to render it almost impossible for a teacher of any independence of spirit to work with them. And, right here, we will say that there are Principals in the Department who, by their peculiar manner, give reason to believe that teachers, pupils, and even parents, have no rights that ought to be respected. We would transfer all such Principals—out of the Department.

We can conceive of no greater barrier to the advancement of school interests than the too frequent change of teachers. Those schools in our city where least change has been made are, without exception, doing the best work. No teacher can properly instruct or control any child without an intimate acquaintance with all the characteristics of the child—mental, moral and physical—any more than a physician can properly treat a patient without a thorough diagnosis.

What are the remedies for the evils of transfer? We reply:

First—Let no transfer be made without a careful investigation of the reasons therefor, and without the most complete assurance that the transfer will tend to the good of the schools.

Second—Except when extraordinary reasons exist, let no transfer be made at any time other than the commencement of

the school year, or, better still, after the close of the school year.

Third—Let a positive rule be adopted regulating the matter of transfer. This rule should embody the principles just enunciated, and in order to prevent all hasty and inconsiderate action on the part of the Committee on Classification, it should embody a clause to the effect that no transfer shall take effect until, after recommendation by the Committee, it shall have been acted upon by the Board.

Fourth—Pass a stringent measure or rule to control the autocratic tendency of Principals, with such penal clause as will make it respected.

With the adoption of such regulations we believe that transfer of teachers is right, and will militate for the good of the schools. Uncontrolled by proper regulation, as at present, the tendency must be only to injury.

THE COURSE OF STUDY.

Perhaps the most difficult duty imposed upon our school authorities is that of formulating a proper Course of Study. To do this demands an intimate acquaintance with the purposes for which our schools are established, and with the best means of attaining the accomplishment of these purposes. One of the chief difficulties is the avoidance of those branches of instruction that are of least value, and of all those portions of any branch that are of comparatively little value. Regarding the branches of study most desirable, there is a great diversity of opinion, even among teachers. The botanist runs wild after his favorite; the party skilled in drawing would have that made prominent; the mathematically inclined is of opinion that there cannot be too much arithmetic, algebra and geometry; the scientist sees little virtue outside of physics. To strike a proper mean in the conflict of opinions is scarcely possible. In our public schools that is the only true course, the prosecution of which will produce the most harmonious development of all the faculties, and at the same time prove of most value in the practical affairs of life. To determine this requires not only an extensive knowledge of the nature of mind, but also a broad comprehension of the practical uses of the various studies. The

powers of perception, of expression, and of reflection, all require thorough and systematic training, else there can be no real progress. The accomplishment of this, the most important object in the education of the young necessitates the introduction of appropriate exercises at the proper time. There has been, and is, a very great tendency to crowd too much into our Courses of Study. The inevitable result is a great lack of that thoroughness upon which must be based all substantial advancement. Without thoroughness, the time spent in the prosecution of any branch is practically wasted, and the power to apply is not acquired. This, it seems to us, is one of the main reasons why our schools do not accomplish what is expected of them. A little well learned, and properly digested, is of much more consequence than whole volumes passed over in an incoherent manner. Not many, but much, is a maxim that should be kept constantly in view. In framing the present Course of Study, those parties to whom the Board delegated that work endeavored to limit the amount of work to be done by eliding all that was not considered essential. Though satisfied that there are many matters included that should not be, they deemed it desirable to bring about the changes that might occur to them as desirable, by a gradual transition. Radical changes, as a general thing, prove to be productive of harm. It is the intention of the next revision of the Course to eliminate other portions, and thus make the work more consonant with the interests of the schools and the wants of the pupils. The committee endeavored, as far as possible, to avoid the necessity for the purchase and use of a multiplicity of text-books. So far as we have been able to learn, their action in this respect has met with general approval. A Course of Study is designed to serve the purpose of a general outline for the guidance of teachers in their work. It was deemed impossible to formulate any specific directions, hence much has been left to the judgment of principals and teachers. The Course is simply an outline of the work intended to be done; the general manner of obtaining the object or result could not be prescribed. It is expected that Principals will adopt such and so much supplementary work as will enable them to make pupils thorough and self-reliant in the general work outlined.

Right here we express the opinion that, as a general thing, Principals do not devote that attention to the study of the Course prescribed, and to the best methods of effecting the desired results, that their importance demands. Indeed we have found great reason to complain of the neglect of both Principals and class teachers relative to the outlined course and to the rules and regulations generally. We opine that were the tenure of their places dependent upon an examination as to their knowledge of these matters it would hang upon a very slender thread. We are glad to know that there are, however, many who do make it their duty and the best modes of discharging it, a study, and the schools and classes in which we find such Principals and teachers are wide awake, doing much good and effective work. We earnestly invite a more careful attention on the part of all teachers to these important matters.

STATE TEXT-BOOKS.

So far as we have been able to obtain the opinions of Principals and teachers, the series of State text-books has met with general favor. The binding of some of the books, notably the First Reader, was at the first exceedingly poor. This gave rise to much complaint. The difficulty has been remedied, and now no cause exists for complaint except the fact that the Readers are not well graded. There is too great a gap between the Second and the Third Readers, which makes it really necessary for an intermediate book. Some dissatisfaction was expressed relative to the plan of distribution of the books adopted by the Superintendent. No one, however, of those complaining has attempted to suggest a better plan, and the Superintendent can devise no other. It seems to us that, if the books are to be disposed of by the teachers to the pupils, the present is about the only feasible method. A number of booksellers have kept the books on hand; but in most cases the pupils prefer to purchase them from the Principals. According to the present plan the books have thus far been furnished to pupils at the actual cost at Sacramento. The dealers are entitled to charge an amount additional to the cost equal to the postage that would be required to send the books by mail. This ranges from five cents on the First Reader to ten cents on the State History. This would furnish a very

fair profit to the dealers; but they do not receive patronage enough to justify them in keeping a proper supply on hand.

The Revolving Fund originally provided by your Honorable Body amounted to \$5,000. With this sum we have been able to supply all the books required so far as published. Of course, to supply the first call for books, required double the \$5,000; but this we were able to obtain through the intervention of Directors Stone and Good. The generous assistance of Mr. Lloyd Tevis, and the Bank of California enabled us to supply all the books required at the State prices.

Finding that a less sum than \$5,000 would in future answer every call for these books, the Superintendent recommended to your Honorable Board that the Revolving Fund should be decreased by the transfer of \$3,500 thereof to the Building Fund of the Board of Education. This recommendation received your approval, and the Revolving Fund has been reduced to \$1,500. This sum is ample to meet all the requirements.

We should like to see the Legislature at its coming session take the matter of the free book system under consideration. It seems to us that an Act might be passed permitting all cities of certain classes to elect by vote whether or not all books should be furnished free of cost to the pupils in our public schools. Such a plan would not only enable the Department to supply the books at much less cost than at present, but would in many other respects greatly benefit the schools. We make the following statement showing the present cost of the books of the State Series now used in the public schools of this city, based on attendance of the year:

Name of Book.	State Price.	Dealers' Selling Price.
First Reader	15 cts.	20 cents.
Second "	33 "	40 "
Third "	54 "	65 "
Arithmetic.....	42 "	50 "
Grammar.....	42 "	50 "
History.....	70 "	82 "

Now there will be required to supply the schools the following books:

2,105 Histories at	70 cents is.....	\$1,473 50
1,437 Grammars at	42 " 	603 54
4,204 Arithmetics at	42 " 	1,765 68
3,000 Third Readers at	53 " 	1,590 00
1,000 Second " at	33 " 	3,300 00
10,000 First " at	15 " 	1,500 00

Making entire cost of books required\$10,232 72

The original supply then would cost the Department \$10,232.72. But it is reasonable to estimate that this supply will last the schools, with the adoption of proper rules for the care of the books, at least three years. The average cost per annum then would be one-third of \$10,232.72, or \$3,410.90. This would produce a saving to the people of \$6,128.82 per annum, estimating on the above basis.

The expediency of furnishing books free to all pupils attending the public schools is no longer an experiment. New York and Massachusetts have tried the plan for several years, and in every case it has been attended with the best results. No city that has adopted the plan has any desire to change it. In addition to the saving in a monetary sense the plan possesses other advantages that fully commend it, we may name the following:

First—It furnishes immediately upon the opening of the schools at the beginning of the year, a sufficient supply of all the books required. Our teachers can bear testimony to the difficulty experienced, at the opening of the first term of each year, in getting the pupils supplied with the necessary appliances for the prosecution of their work. Many parents find that the burden of furnishing a large family of children with all the books necessary to commence the years' work is more than they are able to bear. As a consequence the children have to begin the year without the books which they need, or remain out of school until their parents are able to supply the books. This not only retards their own work but proves a barrier to the progress of the whole school. It is safe to say that nearly the whole of the first month is wasted by the interruptions thus occasioned. Those whose parents are able to furnish books, as well as those who are not, are thus subjected to great loss. In addition to all this it is the most convenient way for school, children, and parents.

Second—It furnishes the means by which the teachers are enabled to supply their classes with a great deal of supplementary work. If the Department supplies the books, they can provide sets by different authors which can be used as long as they may be required in one school and be then transferred to another. Thus at comparatively little expense an abundant supply of new and interesting material can be had by the teachers and classes in all the schools.

Third—It will inculcate habits of care on the part of both teachers and pupils. The teachers can be held responsible for the care of books which are used in their classes. The loss from the destruction of books does not arise from the actual wear and tear, but from the lack of care by the teachers and the pupils. Parents are oftentimes required to furnish anew the books used by their children. The adoption of this plan would obviate this evil. Our own experience and observation has been to the effect that children take much better care of the books which are furnished to them out of our school libraries than they do of their own. Care of books, like care of anything else, is largely a matter of habit, and habits of the right kind are generally the direct offspring of attention; particularly is this so in the school-room.

Fourth—It will greatly increase school attendance. This of itself is an advantage fully justifying the adoption of the plan proposed. All admit the advantage to every community of a large and regular attendance upon the public schools; and anything that will tend to secure this end must be desirable.

Other arguments might be adduced in advocacy of the free-book system. We have set out these few in the hope that we may be instrumental in getting the people—the friends of public education—to consider this question. Proper consideration gives rise to action, and if the people take the matter in hand the supplying of books free to every pupil in the schools will soon be an accomplished fact, and our schools will then be free in deed and not merely in name.

PROMOTION AND GRADUATION OF PUPILS.

A few years ago all promotion and graduation of the pupils

in our schools were made upon written examination, at the close of the school year, upon questions emitted from the Superintendent's office. This mode was subsequently changed to the effect that a certain proportion of each class should be promoted or graduated as "Honorary" pupils, and an additional proportion "Without Examination," and the remainder of the classes—about one-half—were required to pass examination on questions prepared by the Superintendent. The standing of the honorary pupils and of those promoted without examination was determined from the record of daily standing, as kept by the class teachers.

The present Board of Education, acting upon the suggestion of the Superintendent, made a departure from the plan previously employed, and passed a resolution to the effect that in future all promotions and graduations should be determined by the actual knowledge of the Principals and class teachers of the proficiency of the pupils, derived from careful observation of the work and progress of pupils throughout the year. The right of appeal to the Superintendent was reserved for any parent who might be dissatisfied with the decision of the Principal and teachers in reference to the proficiency of his children. The advantages of this method are sufficient to commend it to the careful consideration of teachers and parents. So far the plan has worked well and has met with general favor, though there are those among both Principals and teachers who are so wedded to the method of written examinations that they are unable to see any virtue in any other mode. We enumerate a few of the advantages accruing from the adoption of the present plan:

First—It tends greatly to break up the system of "cramming" that has so long obtained in our schools, and the evil effects of which were patent to all true educators. Our observation had induced us to believe that, under the system of written examinations, the real education of the pupil, its proper development, was not the object aimed at by the teacher; on the contrary, the ultima Thule of all effort seemed to be the forecasting of, and the preparation for answering, such questions as might happen to be sent out from the office of the Superintendent.

ent. It mattered not whether principles and their proper application were comprehended or not, or whether pupils had their faculties properly trained or not. Promotion and graduation—a mere passing through the various grades—and not knowledge or culture, were the aim and desire of both teacher and pupil; we might add, of parent as well. The evil consequences became apparent, especially in the higher grades.

Second—It saves much valuable time. For many years a great portion of the time of pupils was spent in attempts to write answers to questions and to perform problems, about the principles applicable to which they were comparatively ignorant, merely for the purpose of enabling teachers to record so many credits in class record books. Of course teachers had not the time to examine all papers, and this duty was assigned to members of the class, thereby wasting much time in attempts to do that which they had not the ability to do. Pupils acquiring the knowledge of any branch have little, if any, basis upon which to form a judgment of correctness or incorrectness, even though they possessed the power of judging. The teachers themselves occupied valuable hours in the examination of papers and in the preparation of questions that should have been appropriated to proper instruction and training, and much more in the worse than useless work of recording and summing credits, which work signified nothing when it was done. Had this time been spent by the pupils in suitable study and training exercises, and by the teacher in endeavoring to ascertain and administer to the needs of the pupils, manifold more benefit would have resulted.

Third—It conserves the power to work on the part of both pupil and teacher. No work that the teacher engages in with her class is half so exhaustive of vital energy—nerve power, brain power—as is that incident to the examination of papers prepared by pupils on the questions propounded for examination. We have seen this matter of written examination carried to such an extent by both Principals and teachers that the work thus necessarily, but uselessly, imposed upon the outside of school hours almost entirely unfitted for proper and legitimate work in the class. We have seen teachers carry home

with them great bundles of papers to be examined in hours that should have been devoted to the rest and recuperation necessary for the labors of the following day. Even more exhaustive was the work to the pupils. The tension upon their nerves, the excitement and the confinement incident, and often carried far beyond the limits of due moderation, were well calculated to impair the powers of both mind and body—and of soul.

Fourth—It encourages—compels—the teacher to study the nature and the necessities of the pupils, and to devise the means by which to promote the interests of all, and to remedy deficiencies that may be found to exist. In the processes of instruction and in all kinds of discipline, failure in the school-room is the inevitable consequence of ignorance or imperfect understanding of the character and necessities of the mental, moral and physical attributes of the child. This character and these necessities are as varied as the hereditary nature, the home education, the faculties, tastes, habits, will and local surroundings of the child. The object of all school work is the correct training of the young in such habits of study and conduct and in the acquisition of such knowledge as will make them good and true men and women—blessings to themselves and ornaments to society. The objective point of the teacher's endeavor should be such development of the moral, intellectual and physical powers as will enable the best human character to be made out of human nature. As a sculptor, with discipline for chisel, enlightened reason for mallet, and human nature for material, the teacher's primary object should be the productions of characters so symmetrical in all their lineaments as to adorn and ennoble human life. This great work can not be done, even approximately, without a thorough study and knowledge of the nature and needs of the child.

We know of no good argument in favor of written examinations. The chief argument advanced is that they afford to Principals and teachers a kind of refuge from the wrath of disappointed parents, a subterfuge for responsibility, a substitute for lack of that knowledge of pupils which leads to proper judgment of their proficiency.

CLASS RECORDS.

Another custom that has grown to be an incubus upon our schools is that of keeping class records. Teachers waste much of their time, much of their power and many opportunities for efficient instruction by being compelled to act the part of recording clerks. They must keep records of recitation and records of deportment; otherwise they will be unable, at the end of the month, to report to the parent the per cent. which the child has obtained in this or that study and in deportment. If John drops his pencil, John must needs "take a check," and the check must be recorded. If Sarah is called upon to recite, a few questions are asked her, and the teacher must stop to form an estimate as to whether she deserves one, two, three, four or five credits, and these credits must be recorded. True, many, indeed most, teachers have a written examination—written lesson they call it—in one or more studies each week. The papers have to be examined, and the credits must be recorded. We have engaged in this practice; but we always did it with a mental reservation, and with a condition of mind not altogether calculated to keep us in conformity to the decalogue. Cicero used to say that he could not see how one augur could look in the face of another without laughing. We feel like saying that we cannot see how one teacher can look in the face of another and say one word to justify the method of keeping class records generally adopted in our schools. Per cent. to parents generally means nothing; to us it indicates that the teacher has, during the month, been diligent in the performance of a vast amount of useless work—useless to the teacher, useless to the pupil, useless to the parent. A parent goes to one of our schools to inquire how his boy is doing. The teacher's reply will generally be, "I will see what his record is." The fact is she does not know how the child is doing, although, perhaps, she has been working with him nearly a whole year. She has depended upon the record, and knows little, if anything, about the boy. This is just the result that we might expect from a system so pernicious.

But the waste of time and opportunity is but a moiety of the loss. The system represses all enthusiasm in both teacher and pupil; it stifles interest, disheartens pupils, distracts attention,

prevents the cultivation of expression and reflection, encourages cramming, engenders deception—in short, it seems to us that it has no virtue to commend it.

UNDUE HASTE IN PROMOTING PUPILS.

This is an evil that afflicts our schools, and it is a serious one. Its existence is attributable to several causes. A few years ago it was customary to rank the excellence of teachers in the public schools in accordance with the number of pupils promoted from their classes. The natural consequence was that many strove to promote all, whether prepared or not. Nor has this tendency entirely ceased. It is difficult to eradicate habits that have long existed. Self-interest warps judgment. Teachers, like other people, are human, and when they find that condemnation from Principals, parents or members of the Board will be the result of failure to promote the great majority of the pupils in their classes, we do not wonder that they are inclined to err in this respect. Most of them would be right, but they are often forced to yield to the undue importunities of parents, or to a fear of their anathemas. It requires great moral courage to stand against the opposition of influential parents, especially so when that opposition may be the means of transfer or loss of place. Often, as Superintendent, have we felt like yielding rather than be annoyed by the importunities of parents to promote or graduate their children.

The chief blame of all the undue haste—haste that makes fearful waste—primarily rests with the parents. Were they as desirous of seeing their children really benefited as they are to have them passed through the grades, we would find our schools in much better condition than they are. The children believe that they ought to be promoted; the parent intercedes, and teachers, Superintendents and members of the Board are importuned with a pertinacity worthy of a better cause. Influence takes the place of proficiency, and classes are injured by the advancement of those whose presence and inability to do the work are a constant drag upon all effort. The evil will cease when parents can be made to understand that the best interests of their children demand thoroughness, and not haste. Intelligence and skill in the work of any grade should be the only

standard by which promotion can be obtained. Our higher grades are filled with pupils with so little maturity of judgment and so little acquisition of knowledge that it is utterly impossible for them to do and to comprehend the work required of them in those higher grades. Thus they not only receive but little benefit themselves, but they retard and obstruct the progress of those who are competent. We have found that almost universally the classes are graded too high. This constitutes another very manifest reason why our schools do not accomplish the work that is expected of them.

REPORT CARDS.

In nearly all the grades the teachers are required to send monthly reports to the parents or guardians of the standing of their children in scholarship and deportment. This is a cause for the expenditure of a very great amount of time and labor, without any commensurate benefit. If the time and labor necessary to make out these cards for a class of fifty is considered, an estimate may be approximately made of the loss to the pupil, to say nothing of the worry and labor imposed thereby upon the teacher. The time spent in this useless work in any class in our schools is sufficient, if rightly appropriated, to make a thorough review of the whole work of the class. Our own observation is to the effect that little, if any, benefit results from the sending of these reports to parents.

The pupils in our schools are, or are supposed to be, under the careful management and supervision of competent teachers and Principals. As a substitute for the present plan, then, we suggest that no report cards be sent to parents, but that the teachers be required at the end of each month, or, if need be, at any other time, to take a thorough accounting of their classes, and report all cases of delinquency, no matter from what cause originating, to the Principal. Let the Principal carefully examine such cases, and, if deemed necessary, communicate with the parent. If this does not prove effective, let the matter be reported to the Superintendent. The Superintendent, through the aid of the Deputy or of the Inspecting Teachers, can then examine any case referred to him and adopt measures of remedy.

Were this method adopted, parents will soon understand that, so long as they receive no report from the Principal, there is no cause for complaint against their children either as to deportment or attention to work. We consider that this will prove a better stimulus to good pupils, and at the same time a more effective means of urging on delinquent ones. If pupils are made to know that they will be reported to parents or to the Superintendent when, by irregularity of attendance, improper conduct, or inattention to duty, they permit themselves to fail in their work, they will strive to avoid the odium attaching to such report. We will, doubtless, be met by the allegation that this method appeals to the baser motives, and ignores any system of rewards or of commendation. We reply that it recognizes both reward and punishment—reward in the satisfaction the faithful pupil enjoys in feeling that he has so done his work that he has the approval of his teacher; punishment in so far as the pupil is made to understand that the discredit of being reported will attach to unfaithfulness.

The plan proposed will obviate the necessity for spending so much valuable time and energy in the making out of cards, and will afford the means by which a statement of the causes of deficiency can be given to parents, as well as suggestions for remedy.

TARDINESS OF PUPILS AND TEACHERS.

The statistics, taken from the reports of Principals for the year, show that there have been among the children 20,978 cases of tardiness. Whatever may be the cause of this tardiness, there can be no gainsaying the fact that the loss of time and the interruption of work arising from this source is very great. We feel sure that, if they could be enabled to comprehend the magnitude of the evil on the interests of their own children and those of their neighbors, parents would exert themselves much more earnestly than they now do to assist the teachers in repressing or removing it. There can be but little excuse for tardiness. It usually results from indifference or neglect on the part of the parents, and can be remedied only by the careful attention and co-operation of teachers, parents and school officers. It is the rule that in all cases written excuses for

tardiness must be required from parents. Whilst in many instances written excuses are merely matters of form, they should, nevertheless, be carefully exacted. In this way only can teachers be apprised of the fact that the parent is cognizant of the tardiness of the child. Parents frequently complain that teachers enforce too stringent compliance with the rule. Instead, however, of being too exacting, we think they are oftentimes remiss in not being strict enough. Careful vigilance here, as everywhere else, is the price of success, and parents should commend and consider as favor the faithfulness of those to whom they entrust the education of their children. But that which teachers most complain of is not the unwillingness of parents to send excuses for tardiness, but their neglect to send them at the proper time. If they could realize the amount of annoyance and loss of time thus occasioned, the chief ground of complaint would soon be removed. We have reason to believe that the evil of tardiness is even greater than that of absence, for, whilst the latter results chiefly in loss to the absentee, the former works injury to the entire class. All interruption of class work is hurtful to every interest of the class, and therefore every reasonable effort should be made by both teachers and parents to avoid it.

Proportionately, the tardiness of teachers is more than three times as great as that of pupils, there being an average of almost three cases to each teacher to less than two-thirds of a case to each pupil. Teachers should be unto their pupils ensamples of punctuality; but the record in this regard is not one favorable to the teacher in our schools. The statistics show during the year 2,333 cases of tardiness on the part of about 800 teachers, whilst that of pupils is 20,978 on an enrollment of 42,330. It must be understood, of course, that no complaint in this respect can be urged against the great majority of either pupils or teachers; the evil results from a comparatively few in either class. There are pupils who are habitually tardy; there are teachers—a number of them—who manage to come just within the rule. Comparatively few teachers are required to report to the Superintendent, but that few are nearly always the same persons. We think the interests of the Department would be conserved by dropping the more delinquent of that few. When

it is considered that the time lost by tardiness of teachers during the year amounts to over fifty-seven school days, some idea can be formed of the extent of this evil on their part.

ABSENCE OF PUPILS AND TEACHERS.

The absence of pupils averages about eleven to each pupil, whilst that of teachers averages less than four. In the case of both, we think the average too high. This evil, like that of tardiness, is confined to a comparatively few. In examining the excuses sent to this office by teachers we have been not a little surprised at the number of those representing the excuse "business" and "important business." Now, it occurs to us to say that we think such a reason for absence is proffered entirely too often. Nothing but the most urgent necessity should prevent the presence of the teacher. We are pleased to say that in the great majority of instances legitimate reasons are given by teachers. Not so, however, by parents. Parents do not appreciate the advantages arising from the cultivation of punctuality and regularity of attendance, nor the retarding and evil effects of lack of either. If the injury was confined simply to the delinquent pupil it would be comparatively trifling, but such is not the case. The whole class, and often the whole school is caused to suffer. Hence we consider that the rules of the Board of Education relative to absence of both teachers and pupils should be rigidly enforced. Teachers should see to it that nothing short of most urgent necessity should ever cause their classes to be put under the charge of substitutes, and parents should more closely consult the interests of their children by more earnest endeavor to aid the teachers in the inculcation of habits of regularity and punctuality. It is generally those who most need to be present that are most frequently absent; hence we infer that this hindrance to proper progress is largely the fault of parents.

TRUANCY.

By the careful attention of the teachers and the very faithful assistance of Thomas J. Duggan, the officer specially deputed for the work, truancy has been reduced to about as low a minimum as perhaps it is possible to reduce it. We have generally found the teachers to be very watchful to repress this evil, and

if the parents would be more careful to assist, there would soon be very little to complain of. As it is, the entire number of cases reported during the year is only 992.

ATTENDANCE AT THE SCHOOLS.

By reference to the report of the Secretary, Mr. George Beanston, it will be seen that the number enrolled this year is 42,330, as against 43,311 for the year 1886-7. To account for this decrease is apparently a matter of difficulty, and when the great increase of parochial and other private institutions is taken into the account, it can be readily seen why the present year shows a decrease. But there are many other causes operating to produce this result. Vast numbers of our boys are employed as messengers; many seek and obtain employment as cash and errand boys with merchants in the city; many are employed in assisting parents who cannot spare their help. The demand for cash, errand and messenger boys has greatly increased within the past few years, and it is still increasing as new avenues are opened up by the introduction of every new appliance.

A moment's consideration will suffice to satisfy any one that the decrease in public school attendance is attributable to the changed circumstances of the times. There is no lack of interest in our public schools; there is no deficiency in their general character; there is no lack of accommodations; the general standard of qualification of teachers is as high, if not higher, than heretofore; the general progress of pupils is as great, if not greater, than heretofore.

SCHOOL ACCOMMODATIONS.

Many have been induced to believe that our public schools are very much crowded, and that our school buildings are of a very inferior character, as are all our school accommodations. The cry of overcrowded schools seems to us to be somewhat exaggerated. True, in some localities, there is lack of necessary room. The completion of different lines of street railroads has tended to settle up several portions of the city so rapidly that it has been impossible for the Board of Education, with the limited means at their disposal, to keep pace in the erection of new buildings. This is particularly the case in the Mission, the Noe

Valley, and in portions of the Western Addition; also, along the line of the Haight-street road. Much of this crowding, however, originates more from improper distribution than from actual lack of room. The Mission Grammar School and the Valencia Grammar School are too full, not because there is not room for the children belonging to the vicinity of these schools, but because children are permitted to come long distances from the immediate vicinity of other schools where there is plenty of room. The Buena Vista, the Columbia Grammar, the Peabody and the Haight Primary can all accommodate more pupils; but it seems impossible to get parents to send to them. This is attributable to no lack of excellence in those schools, but apparently to a disposition on the part of children and parents to prefer our large schools. Much of the fault, doubtless, is also attributable to the Principals and the teachers of the larger schools. Many of them seem to think that excellence is indicated by numbers. Parents judge in the same way, and listen to the entreaties of their children to be transferred to the large schools. All manner of trivial pretexts for transfer are presented to teachers, the Superintendent and members of the Board. We have sometimes considered that it would be a wise move on the part of the Board to district such portions of the city, and thus prevent the overcrowding of certain schools, to the manifest injury of both overcrowded and undercrowded. There is no reason why either the Mission Grammar or the Valencia should be filled as they are, except the disinclination of parents to send to the smaller schools. The same is true of the Lincoln Grammar, the Denman Grammar, the Clement Grammar, and the Lincoln Primary. There is plenty of room in the Rincon Grammar to relieve the Lincoln Primary; but parents who live quite as near to the Rincon as to the Lincoln insist on sending to the latter, and the latter must have grammar classes—higher grades, when none should be permitted in it. The only portion of the city to-day that absolutely requires more school accommodations is the Noe Valley and the neighborhood of Hermann and Fifteenth streets. A new building is in process of erection in the latter vicinity which will greatly relieve the Moulder and the Sanchez-street schools. It is the intention of the Board to provide some means to relieve the Noe and Temple school at as early a period as possible.

NEW SCHOOL BUILDINGS.

The present Board of Education have displayed very commendable zeal in providing the necessary accommodations in those portions of the city which, in their judgment, most imperatively demanded them. They have had erected during the year the following:

(1.) A two-story frame building on Page street, between Broderick and Baker streets, containing eight rooms. It was erected by J. H. McKay, contractor, under the supervision of Thomas J. Welsh, architect. The contract price was \$18,940; architect's fees, \$947; making the entire cost of the structure \$19,887. The building was accepted on March 21, 1888, and on April 3, 1888, the Board transferred into it the five classes of what was known as the Oak-street school, occupying rented rooms on the corner of Oak and Devisadero streets. The building was dedicated with appropriate exercises April 11, 1888, and on May 2, 1888, the Board named it the Page-street school. It now contains eight classes, under the supervision of Miss Jennie Forbes as Principal.

(2.) A two-story frame building on Union street, between Franklin and Gough streets, containing eight rooms. It was erected by J. H. McKay, contractor, and under the supervision of Thomas J. Welsh, architect. The contract price of this building was \$18,440; extra work, \$277; architect's fees, \$936; making total cost \$19,653. The building occupies the site formerly occupied by an old and worthless structure, unfit for any school purpose. This was sold, and moved from the lot, to make place for the new edifice. The latter was completed and accepted June 20th, 1888. It has since been dedicated in very appropriate manner. The classes that had occupied the old building will be transferred to the new at the commencement of the new term. This school has always been known as the Spring Valley Primary School. It is under the charge of Miss J. M. Hurley, as Principal.

These buildings are both fine specimens of the newest and most desirable features in school architecture, being as complete in all respects as it is possible to make any school building. The basement walls are of brick; the rooms are spacious and well

lighted; the halls are large and convenient, the ventilation is as near perfect as it can be; in short, everything has been done to make them complete models of beauty and convenience. Much credit is due to members of the Board of Education, and particularly Directors McDonald and Barry, for the interest displayed by them in providing for the erection of such structures, and to the members of your own Honorable Body, for so generously aiding, by placing at the disposal of the Board of Education the means required for the accomplishment of so much excellent work. Too much credit cannot be given to the architect and builders for the very excellent manner in which their work has been performed.

In addition to the new buildings, above alluded to, the Board has caused the building situated on Powell, between Clay and Sacramento streets, to be remodelled and thoroughly repaired. This work was done by Messrs. Bateman Bros., contractors, under the supervision of Thos. J. Welsh, architect, at a total cost of \$6,915. Notwithstanding the improvement in this building, it is far from being adequate to meet the increasing demands of the school, and the time will soon come when more spacious quarters must be provided. Indeed, the demand for such quarters is now imperative.

The Board has also made changes and improvements by which the Broadway Grammar School was enabled to accommodate two additional classes; the Emerson Primary School, one additional class; and the Potrero Primary School, two additional classes.

The Board has also provided for the erection of the following new buildings at as early a period as practicable in the ensuing year:

(1.) A two-story frame building, containing six rooms, on First avenue, near Point Lobos avenue. This building is to be completed in August, 1888. The contract price is \$14,400, by G. W. Hasbrough, contractor, under the supervision of the architect, Thos. J. Welsh. The building is intended for the Lobos Avenue School, now occupying rented rooms entirely inadequate to meet the wants of that growing community.

(2.) A two-story frame building, containing eight class-

rooms, on the corner of Hermann and Fillmore streets, to be completed in September, 1888. The contract price of this building is \$19,750. Contractor J. H. McKay is the builder, under the supervision of Architect Thos. J. Welch.

(3.) A one-story frame building, containing four class-rooms on Clay street, between Walnut and Laurel streets, to be completed in December, 1888. The contract price of this building is \$6,750. Brennan Bros. contractors, are the builders, under the supervision of Architect Thos. J. Welch.

(4.) The addition of a wing to the Boys' High School building. This will be a very great benefit and convenience to that school; it is an improvement which the school has long needed, but the demands from other parts of the city has heretofore absorbed so much of the fund that it was deemed unwise to attempt any addition until the present.

In addition to all the work done, and to be done, the Board during the year have added much to the appearance and comfort of a number of schools by having them properly painted and whitened. It is the intention to paint and whiten a number more during the coming vacation.

We are pleased to note these improvements, and feel that we can honestly say that the present Board have discharged their duty in respect to the school buildings in a manner which reflects great credit. The money appropriated by your Board for the purpose of buildings and repairs has been very judiciously expended. We think every dollar of it has gone to the right place. Should the successors of the present Board consult the interests of the Department in this respect, in the same manner, San Francisco will have little occasion to complain of her public school buildings and accommodations.

Right here we may be permitted to say that much more is said and written relative to the dilapidated and uncomfortable condition of our school buildings than the facts justify. It is true there are a few buildings, such as the Market-street Primary, that are very justly pronounced unfit to be occupied for school purposes; but, in the main, we see comparatively little ground for complaint. Nearly all the buildings are in reasonably good condition. Many of them need painting, and it is the intention

to paint such as most need it, as soon as possible. We opine that, before the present Board retire, all, or nearly all, will be in a state of repair such as will remove any ground for reasonable complaint.

THE SCHOOL CENSUS.

We have long been impressed with the fact that, for many years, nothing even approximating to a correct census of the children of the city has been taken. Last year, when the census was taken, we had neither the knowledge nor the experience that was requisite to pass a correct judgment as to the character of the census ; and, as all the reports of field work and that of the Chief Census Marshal appeared to have been properly made out, we passed the report of the latter to the State Superintendent.

The law relative to the appointment of Census Marshals and their duties, is an exceedingly lame one, and requires to be thoroughly revised and amended. By it the Board of Education are empowered to appoint annually, on or before the first day of May, a Census Marshal. No provision is made for the appointment of a Chief Census Marshal, or for the appointment of any Assistant Marshals. The various Boards of Education seem to have been guided by the necessity existing for the selection of a number of Marshals. In other respects the law is weak. The duties of the respective parties connected with the taking of the census and the reporting thereof are badly defined, scarcely defined at all.

At the proper time this year, the Board of Education appointed one Hildebrand as Chief Census Marshal, and forty-one Assistant Marshals. As has been customary in this city, and, as we are informed, throughout the State, the Marshals entered upon the discharge of their duties without having taken the oath of office. It seems to have been the general understanding that it was not necessary for the Marshals to take this oath.

In due time the report of the Chief Marshal was presented to the Superintendent ; but it was not sworn to by that party. On inquiry it was found that Hildebrand had deputed his work to other parties, and that he had himself entirely neglected the discharge of his duty. When his report was presented he had left the city and, as he could not be found, the Superintendent had

the Chief Deputy Marshal swear to the report. The fact that the report was not attested, led us to give it a more careful examination, and other glaring inaccuracies were found. We sent for and examined the several books of the field Marshals, and became fully satisfied that, in the majority of cases, the work had been done by copying the books of the preceding year. The matter was called to the attention of the Board of Education, and Directors Stone and Woodward examined the books. The majority of them, upon this examination, were rejected.

Fearing that the report of the Chief Marshal would not be accepted by the State Superintendent, we conferred with him, and through him with the Attorney-General of the State. The opinion of both these officers convinced us that no other course remained but that of retaking the entire census. The opinion of the Attorney-General was to the effect that to take it in those districts only in which the Marshals whose books were rejected did the work, would not be sufficient. We accordingly ordered that the census should be again taken throughout the entire city. The utmost care was observed by the Superintendent in selecting the Chief Marshal and the Assistants. We even went so far as to secure the services of one on whose knowledge, experience and integrity we could positively rely. In addition to all this, we gave to the work all the time and attention that was deemed necessary to secure a complete and correct census.

The Census Marshals were called together and carefully instructed in the manner in which the work was to be done, and that the census should be taken as of the dates from May 15th to May 31st. The census was retaken in July, and, doubtless, many families were at that time out of the city. The Marshals were ordered to make the most diligent inquiry into all such cases, and we are satisfied the loss from this cause was merely nominal.

When the report of Chief Census Marshal Jerome Spaulding was presented it was found that a vast disparity existed between it and that presented by Hildebrand. According to that of the latter, the number of children in the city between the ages of five and seventeen was shown to be 82,693, and the number below five 17,401. The Spaulding census showed the number between five and seventeen to be only 57,713, and the number

below five to be 21,458—a decrease in the number between five and seventeen of 22,980, and an increase in the number below five of 4,057.

The State School Fund is apportioned among the several counties in proportion to the respective number of children between the ages of five and seventeen inclusive. There are in the State, as reported to the State Superintendent, 270,500 children of legal school age. The pro rata of distribution last year was \$7.96 for each child of legal school age. Estimating on the basis of the July apportionment, now known, the pro rata will be about \$9.47 for the school year 1888-9. In 1887-8 the city received as its share of the State Fund \$622,838.16. Estimated on the pro rata of \$9.47, the amount received in 1888-9 will be \$565,482.11, or \$57,356.05 less than the sum received in 1887-8.

Had the Hildebrand census been correct there would have been in the State 293,480 children of school age. This would make the pro rata of distribution \$8.68 instead of \$9.47, and the city would receive on the 82,683 children reported in the Hildebrand census, \$717,775.24, or \$152,293.13 more than they will receive under the Spaulding census.

Now, as the amount allowed the school Department by your Board for the year 1888-9 is fixed at \$910,000, and as we cannot hope for more than \$565,482.11 from the State, it will be necessary to raise the sum of \$344,517.89 from city taxes.

In view of the fact that the city already owes the teachers for one-half of the month of July, 1886, and the further fact that the amount of \$910,000 allowed by your Board is barely sufficient—really not sufficient—to meet the expenses of the Department, it is unfortunate that we are subject to a decrease in the amount received from the State. We presume there are those who will attribute this loss of the city to the action of the Superintendent. We are very free to say that when we ascertained that the Hildebrand census had not been honestly taken there was but one of two courses to pursue—either to order a new census or to connive at and countenance the wrong-doing that has caused the present condition of things. We chose the former; we could not afford to forfeit our self-regard by taking the latter. We believe a reasonably correct census—as correct as it was possible under

the circumstances—has been taken. We furthermore believe that what has been lost in one way has been gained in another. Honesty is honesty, and San Francisco cannot afford to support her public schools by any species of robbery perpetrated upon other portions of the State. To have accepted the Hildebrand census would not have been right, or honest, or honorable on the part of San Francisco; and so, we think, any intelligent and upright citizen will conclude, if he will take the trouble to examine the work of that census as we have done. That the census of this city has been “boomed” for years we have no doubt, and sooner or later the reaction was bound to come. It has come, and we humbly trust that the lesson will be an objective one that will teach this people to guard against the recurrence of such wrongs in the future.

We append the following statement, which tends to show, beyond the possibility of doubt, that the Spaulding census is, at least, approximately correct. Assuming the population of San Francisco to be 310,000, and that the Chinese number 35,000; also, taking into the count the fact that in this Chinese population of 35,000 there are only 793 census children, we have the following exhibit:

Total population of the city.....	310,000
Deduct Chinese.....	35,000
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Leaves white and colored population.....	275,000
Total number of children according to the Spaulding census...	59,713
Deduct Chinese children.....	793
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Total white and colored census children.....	58,920

275,000 divided by 58,920 gives 4.66 as the ratio existing between the total white and colored population and the white and colored census children between the ages of five and seventeen, inclusive; or, in other words, there is one child between those ages to every 4.66 of the population. Now, it must be considered that San Francisco is not a residence city, as is Oakland and other cities of the State; on the contrary, this city has a vast floating population. The ratio in Oakland is four and a small fraction; it is reasonable to infer that the ratio in San

Francisco cannot be higher than five. If we take five as the ratio, 58,920 white and colored children would give us a population, white and colored, of 294,600.

From reports of Superintendents of other cities received at this office, we deduce the following table, which corroborates fully all that we have said in reference to the Spaulding census:

CITIES.	State.	Year.	Population.	Childreu.	School Age	Ratio
Baltimore.....	Maryland.....	1887	400,000	104,712	6 to 21	3.82
Dayton.....	Ohio.....	1887	48,426	14,385	6 to 21	3.36
Nashville.....	Tennessee....	1888	50,000	15,911	6 to 21	3.14
Chicago.....	Illinois.....	1886	703,817	181,243	6 to 21	3.88
Lynn.....	Massachusetts	1885	41,687	7,883	5 to 15	5.81
Cambridge.....	Massachusetts	1887	60,669	11,216	5 to 15	5.41
Worcester	Massachusetts	1888	78,937	14,448	5 to 15	5.46
Springfield.....	Massachusetts	1887	39,000	6,516	5 to 15	5.99
Holyoke	Massachusetts	1887	32,041	6,297	5 to 15	5.09
Portland.....	Maine.....	1888	41,000	11,834	4 to 21	3.46
Patterson.....	New Jersey	1887	68,500	18,085	5 to 18	3.78
Rochester.....	New York.....	1886	120,000	39,000	5 to 21	3.06
Milwaukee.....	Wisconsin	1887	184,000	53,364	4 to 20	3.09
Meriden.....	Connecticut.....	1887	24,309	5,263	4 to 16	4.61
Biddeford.....	Maine.....	1888	15,000	4,378	5 to 21	3.42
Weymouth.....	Massachusetts	1877	10,800	1,823	5 to 15	5.92
St. Louis.....	Missouri	1885	450,000	108,454	6 to 20	4.14
Omaha.....	Nebraska.....	1885	61,835	16,497	.....	3.74

SUNDRY CAUSES OF COMPLAINT.

There are many matters connected with the management and the interests of the schools to which we would be pleased to allude. There are evils existing that should be reprehended with the utmost severity. We may make mention of the arbitrariness of Principals towards their assistants and towards parents. Many of these seem to think that their schools belong to themselves, with none their right to dispute. In many cases we have seen the individuality of the assistants almost totally taken away, and supplanted by a species of servile fear. Every detail of

work is marked out, and the assistant teachers are made to be mere puppets, moved at the beck or nod of martinetish Principals, who can see no excellence, except in their own opinions, of what is right or wrong. Were it in our power, we would quickly and effectually remedy this evil. The rights of all teachers should be carefully observed, and Principals should be taught to treat all with proper deference and decorum. We believe in subordination, but not the subordination of servility.

Similar allusion may with propriety be made in reference to the treatment of janitors by Principals and teachers. These parties are employed for specific purposes, and no duties should be assigned to them except such as legitimately belong to their sphere of duty. We have known instances where Principals have assigned to janitors the discharge of duties devolving upon themselves. We have seen janitors bring messages to this office, thereby subjected to expense and to loss of time that ought to have been appropriated to other and more important duties, when the Principals, by the use of a two-cent postage stamp, could have equally well attended to the matter. We trust that mere allusion to this matter will be sufficient to produce the remedy.

Another evil requiring attention is the abuse of assigning to monitors—pupils appointed by the Principal and the teachers—duties which these monitors have not the power or the judgment to perform properly. Indeed, we have been led to question the propriety of appointing monitors for any purpose.

Another evil that needs attention on the part of both Principals and teachers is the custom that prevails in many schools of the Department of sending, on trivial occasions, for the parents to come and see them about their children. If proper judgment were exercised there would be little occasion for sending pupils home for their parents, or for sending for the parents. Parents have their own employments to look after, and it is not right that they should be subjected to inconvenience and trouble, and often to loss, simply because teachers think that this is the best plan. The good sense of teachers should make allusion to this quite sufficient to remedy it.

THE HIGH SCHOOLS.

Much attention has been directed to the Boys' High School, to the Girls' High School, and to the Commercial School, both on the part of the Board of Education and the supervising officers. The Department method adopted by the Board has proven to be beneficial, enabling the teachers in the respective departments to better fit themselves for their work, and giving to the members of the classes better opportunities for proper training and instruction. We are pleased to report that these schools are presided over by a faithful and able corps of instructors, and that in all respects they are accomplishing a good work. During the latter term of the year, Principal James K. Wilson, of the Boys' High School, retired from the position in that school which he was filling with so much credit to himself and benefit to the school. Whilst we regret Mr. Wilson's retirement from the High School, and from the calling which, by his services and ability, he so greatly honored, we are glad that he has entered one which, if not more congenial, will at least be more remunerative. His successor in the school, Mr. Frank Morton, is an able, earnest educator, and is meeting with excellent success.

For further information respecting these schools we respectfully refer you to the reports of the Principals accompanying this report.

THE CITY NORMAL SCHOOL.

This is one of the most laudable branches of our public school system, and one which is exerting a most potent influence for good in this Department. No efforts or funds expended in the maintenance of the schools return a more abundant fruitage of good results than do those employed in the proper training and preparation of those to whom are to be entrusted the vital interests of our children. Teaching is an art as well as a science, and this fact is fully recognized in our City Normal Class. The members of the class are caused to acquire a thorough knowledge of the science in the class, and they are all required to practice the art under the guidance of the Principals and teachers of the various schools to which they may be sent during three months of the year. The result is that San Francisco, so

far as female teachers are required, has always at her disposal such as, with little additional practice, become excellent instructors. We have carefully examined the standing of this class and the character of the work done in it. We hazard nothing in saying that it is equal to that of any Normal School in the land. Too much praise cannot be given to the able and efficient instructor of the class, Mrs. M. W. Kincaid; her earnestness and zeal are equalled only by her ability, and the success of the class has been commensurate with all.

It seems to us that it would be wise action on the part of our Board to open the door of admission to this class to graduates of our Boys' High School. Men, as well as women, are needed in our schools; and there should be some means provided whereby young men who desire to adopt the profession of teaching should have opportunity to fit themselves specially for this work.

KINDERGARTEN WORK.

This work has become an integral part of our school system. It is confined principally to our Receiving and Eight-grade classes, and embraces instruction in the first four gifts. Tablets, sticks, interlacing, perforating, paper folding, paper interlacing, clay modeling, kindergarten songs, plays and games have also received proper attention. The work has been ably supervised and directed by Miss A. M. Stovoll, as special instructor therein, and to her efforts in assisting the teachers, much of the success hitherto attending the introduction of the work, is attributable.

This system of education has been developed by master minds, and is based upon sound principles of education. It is admirably adapted to the abilities of children, and is the most natural course for training in the first year or two of their school life. It furnishes excellent opportunities for the exercise of natural activity, and for the development of the powers of the child by the exercise of healthy activity. Under proper limitation it can not but prove of great benefit in our schools. The Board have endeavored to introduce only so much of it as could, without disparagement of other interests, be added to our course. So far its introduction has resulted in benefit.

ROOMS OF THE BOARD OF EDUCATION.

We cannot close this report without directing the attention of your Honorable Body to the condition and location of the rooms occupied by the Board of Education, or, rather, by the Superintendents and the Secretaries of the Board; the Board itself is without a habitation or a home, and must hold its meetings and transact its business wherever it may be able to find a temporary lodging-place; it has no committee rooms; it has no conveniences of any kind.

If there is a school-room in the Department more dark, dingy, disagreeable and inconvenient than the rooms at present appropriated to a department that ought to be the pride of the city, we have not seen it. The condition of the present rooms is simply abominable. We are so much afflicted with sewer-gas that all the apertures in the washbasins have to be kept closed. Like King Solomon's Temple, the New City Hall is situated so far north of the ecliptic that no ray of sunlight ever gains admission to light the gloom, doubly dark in consequence of dingy, dirty walls. The Department has need of Substitute Teachers, who are required to report at the Secretary's office on the morning of all school days, at 8:30 o'clock. These substitutes, excellent young ladies, have to climb three flights of stairs every morning, for at that hour the elevator is not running. Those that are not sent out to the schools have to sit cooped up in a dark and disagreeable room, without ventilation, without fire, or a place for a fire, and without even the furniture requisite for their convenience and comfort. The Board of Health, or the Society for the Prevention of Cruelty to——young ladies, ought to condemn the quarters as a nuisance.

We most respectfully appeal to your Honorable Body to aid us in securing more convenient and commodious quarters. The School Department certainly deserves better at your hands, or at the hands of whomsoever has the assignment of the rooms in the New City Hall. Oakland, with a City Hall so small that a dozen like it might be placed within the space occupied by ours, has a meeting room and committee rooms for her Board of Education and officers, and reception rooms for her Superintendents, secretaries and teachers that are a source of pride. Why cannot we have even better?

We hope that the mere presentation of this matter to your notice will be enough to secure for us some relief. Many of you have shown your interest on behalf of our schools ; you, as we, as the people, are all interested in having all our school facilities and appliances of such character that they will reflect pride and satisfaction. Aid us in the prosecution of our purpose to get better accommodations, and the hundreds of teachers of this Department "will rise up and call you blessed."

CONCLUSION.

In conclusion, permit us to say that, after careful inspection, and observation, we take pleasure in representing that our schools are in good condition, we believe we may say in excellent condition. They are accomplishing a grand work, and much of it. There are defects ; nothing is perfect ; but it has been the constant aim of the Board of Education, of the supervising corps, and of the teachers, so far as lies in their power, to remove all these, and to acquit themselves in the discharge of their respective duties in such manner as will merit the approbation of the public, and bring home to themselves the approval of their own consciences.

I have the honor to be, gentlemen,

Your obedient servant,

J. W. ANDERSON,

Superintendent of Common Schools.

REPORT OF THE DEPUTY-SUPERINTENDENT.

HON. J. W. ANDERSON, *Superintendent Schools, San Francisco, Cal.:*

MY DEAR SIR: My connection with the schools under your charge is of so recent a date that what I may say in a formal report will scarcely be of any value to the teachers, the Board of Education, or yourself.

PRINCIPALS.

The Principals of American schools, public and private, excel, in the narrow schoolmaster sense; but because of a lack of broad, high-minded, liberal, cultured manhood and womanhood, among the average, they afford one of the best points of attack on the schools. "We teach boys to be such men as we are," says Emerson, and yet we place before them, in the schools anything but perfect types of the kind of citizenship the youth of the country should aspire to. Scholarship is but a small element in the qualifications that should be required of the head of a school. Says Superintendent Greenwood: "His age, scholarship and thorough acquaintance with educational systems and educational methods, especially with those tried and approved in the cities and towns of our own country; his judgment, which should partake largely of the judicial cast, combined with wisdom and discretion, freedom from prejudice, and promptness, allied to that happy faculty which unravels complications and adjusts them in detail with apparent ease, while minor affairs are settled so far as to avoid even the appearance of haste or confusion, are some of the qualifications necessary for this work. The live, active Principal should submerge the schoolmaster or the mere pedagogue in that more comprehensive term, 'an intelligent citizen,' and not advertise his trade by his manners and speech wherever he is. As a citizen, he is in duty bound to make himself entirely familiar with the wants and wishes of the patrons of his school, and that in his official relations, he studies out the best means of benefitting the children committed to his care." While it is no doubt true that the majority of our own Principals rank well with those of other cities, and stand deservedly high when measured by the best standards, the gap between the best and the poorest is too great to be reconciled with a well-organized school system, and it should be closed up by a revival or by more heroic treatment.

How best to fill the positions that from time to time are made vacant by resignation, or that the growth of the system may create, is a question of some moment. If we fill them from the ranks, we appreciate, or should appreciate, the most successful teachers in the Department, and we, at the same time, perpetuate the weaknesses as well as the strength of the system. If we fill them from other systems of schools, giving merit the preference, we

have the benefits that come from new blood and new thought. Both have their merits. Referring to the same matter, President Steel, of the Philadelphia Board of Education, says:

"The time is certainly ripe to consider what I cannot but regard the greatest weakness in the administration of the School Department. I allude to the small number of men of culture and liberal education who are applicants for positions in the schools, and the still smaller number of 'school men,' by which term I refer to men who have studied education as a science and followed its history with professional zeal. In calling attention to this fact I do not reflect upon the educated and cultivated teachers in our service. On the contrary, all such have my highest respect, for I am of the opinion that little has been done to encourage and reward them for the valuable service they render. The weakness of the Department in this respect is so apparent that it is beyond discussion, and I earnestly ask the attention of the Board to the subject. I need not say that a deficiency of this kind in a School Department is a fundamental weakness, and if it is not due to insufficient salaries, or the absence of capable and learned men in our community, the remedy is within our reach."

TEACHERS.

There are in the schools of this country three hundred thousand teachers educating, while we write, twelve millions of American children for citizenship. Not only the intellect but the character of this army is in the keeping of these teachers. Who can estimate this responsibility? Is there any one who can measure the demands of such an office? About one-tenth of the whole number have had professional training, while the other two hundred and seventy thousand, with the limited scholarship that the law requires, are gaining the experience that comes from practice, at the expense of many a dwarfed intellect and ruined character. And yet it may well be said of teachers generally what is true of the class teachers of this city—they are, as a class, painstaking, conscientious, high-minded and faithful. Here, as elsewhere, the work done in the schools would be of a higher kind if the rank and file of the teachers had more professional pride, and a consequent greater desire to fill the full measure of what is demanded of them. Every teacher should be a thorough student, professionally and generally. The force and point of the whole range of faculties drawn upon by school-room work depend upon the mental food of the person doing it. For positions in the Department, when vacancies occur, professional training or successful experience, or both, should be required. If not, we shall have what is too frequently the case now—teachers being educated at the expense of the class they are sent to teach. In a recent examination for certificates to teach in our schools, two-thirds of all the applicants answered the question, "How would you teach a receiving class to read?" by saying they would first teach them the alphabet. It remains to be seen how soon some of these people will find their way to the substitute class, and thence to a regular appointment.

METHODS.

While there is no doubt many an educational board, in our schools, that is being sawed off at both ends, to shorten it, we do many things excellently well. Still our teachers should understand that the best educational thought of the world is advancing, and the best of us will need to carefully study the best methods of the best schools, or we shall be elbowed to the rear.

READING.

No doubt reading is well taught, as the expression goes, in our schools; but if Principals and teachers would pay more attention to cultivating in the pupils the power of grasping the thought of an author, the exercise would be improved, and pupils would be better students in other branches.

SPELLING.

If we can all agree that it is folly to teach pupils to spell words without at the same time seeing a demand for them and at the same time learning their use, we would many of us, bemoan in advance of our present practice. But in spite of the best wisdom in the profession, in spite of courses of study, in spite of positive instruction from Boards of Education and Superintendents, to the contrary, column spelling lives and flourishes—another example of how difficult it is to give up a method that has become a habit and adopt another, even though a better one. If the average school child were to learn to spell and to use two words a day during his course, he would leave school with a much larger and far more useful speaking and writing vocabulary than the majority of schools now give him.

ARITHMETIC.

In this branch of study, which is usually well taught, we come short of the efficiency to which we might attain if we would keep in mind the fact that all of the principles in arithmetic, may be taught more quickly and more thoroughly, by the use of numbers within the comprehension of the learner. Another fact that should be kept in mind is that all processes are in one or the other of the "Four Ground Rules." There is some question in the minds of those of us who were "brought up" on Colburn's Arithmetic, whether the quality of the problems and the analysis they required were not far in advance of what we now give pupils for mental drill.

GRAMMAR.

It is to be hoped that the next generation of American children may be spared the study of technical grammar. "Of all the relics of the past," says Superintendent Howland, "that have been embalmed and handed down to us, there is nothing seemingly more worthless than routine parsing, 'common noun, third person, singular number, neuter gender, objective

case,' year in and year out," and he might have added the correction of false syntax, which is quite as foolish, and in direct conflict with correct pedagogical principles. "In correcting errors in language," says White, "great care should be taken not to make the pupils too familiar with the errors corrected. They should both speak and write the correct forms, not the incorrect. The habit of correct speech is largely 'caught' by speaking correctly, and hence an error in speech should not be repeated by the pupil." And yet, in the language of Colonel Parker, "Who does not know scores of faithful teachers who cling to parsing, analysis and the correction of false syntax as if it were their only hope of salvation?"

GEOGRAPHY.

Though much advancement has been made during the last thirty years in our methods of teaching this branch, there is much yet to be done before teachers will cease to make it an exercise in which unimportant, unrelated facts tax the memory of the child, and "going through the book" is the highest aim of the teacher. Geography, in its essence, has for its foundation the philosophy that underlies the creation, development and progress of the earth and its plants, animals and nations, of which the geography of *place* forms a very small and unimportant part. If the teacher's knowledge does not grasp the subject in its entirety, her class work will be a dull and lifeless routine.

KINDERGARTEN.

There should be no longer any doubt as to the place of the Kindergarten proper in a course of rational instruction. It remains for legislation to engraft it upon our system of public schools. It was a great step in advance when our own Board of Education provided a course of Kindergarten instruction for the receiving class teachers, and employed a competent instructress to supervise their work. It has already done much to elevate and broaden the work of the grade.

DISCIPLINE.

The foundation for good discipline in a school is good health of both pupils and teachers, a cheerful, happy disposition, and real thorough teaching ability in the teacher. Ill health is the cause of more trouble in the management of schools than all other things combined. Says Colonel Parker: "Never be bilious. I have known a whole school ruined throughout by a bilious Principal. Melancholy breeds melancholy; it is inevitable, and if you must be bilious, resign." Given good health and a love for the work and the discipline of the school, be it good or bad, is a measure of the teaching. No school is well disciplined that is not well taught.

RECITATIONS.

To secure good class work several things are required:

First—A good, carefully prepared programme for study and recitation.

Second—A thorough, ready,* positive understanding by the teacher of the subject matter of the lesson.

Third—Ability in the teacher as a questioner.

Fourth—Energy and judgment in so conducting a recitation that the best possible results shall be attained. "The timid ought to be encouraged," says Superintendent Greenwood, "the impetuous put under proper restraints and each one taught how to think what to say, and when to quit."

THE COURTESIES OF THE SCHOOL-ROOM.

Every teacher should be a lady or gentleman in taste, dress, carriage and character, and every Principal should be a model for the class teacher. Children spend more time during their waking hours at school than they spend with their mothers, and the unconscious tuition of an ill-mannered, careless, slovenly teacher or Principal, man or woman, should not be permitted. The treatment of associates, of janitors, of parents, of pupils themselves, also marks the lady or gentleman, and the children of a school take note of it. The time has passed when a boor should be permitted in any school because he has a little scholarship and a certificate. It may not be too much for one of the number to say that the average American teacher is not in habits or manners what the youth of the country should copy.

PROFESSIONAL IMPROVEMENT.

Were we to call the roll of those teachers who have any systematic means of self-improvement we should find it very small. The grist that is being dealt out in a majority of the schools of the country, has been ground over month after month and year after year, with no added thought and no new life, till, as intellectual food for a live American boy or girl, it scarcely deserves the name. What teachers need as a class is a systematic course of professional and general reading. "Mighty issues," says Greenwood, "are coming forward for solution in all civilized countries. The intelligent teachers will help in the work of conducting the nation through these stormy periods. A clear understanding of social and political duties, and of the complex relations between the various industries and occupations, all teachers should possess. No longer can the teacher be a mere 'schoolmaster.' He must be a citizen of the world, and he must stand and feel where its great heart beats the strongest."

DISTRICTING THE CITY.

Eight years ago, Superintendent Taylor set forth at length the reasons for districting the city in accordance with the residence of the school children. Time has emphasized his recommendation. Both the dignity and efficiency of the schools demand that the city be districted.

INSPECTORS.

Measured by the best interests of the schools, the creation of the office of Inspector was a wise thing. The work done by Miss Fowler and Mr. Kennedy has been thorough, painstaking and efficient.

REPORT OF THE SUPERINTENDENT

THE BOARD OF EDUCATION.

The business of the Department has been attended to by the present Board of Education faithfully and well. They deserve the thanks of all good citizens.

THE SECRETARY OF THE BOARD.

The faithful, efficient service of George Beanston as Secretary of the Board of Education cannot be too highly appreciated. His thorough, painstaking ability, his courtesy, his familiarity with the customs of the Department, as well as with the school law, all render him an invaluable officer.

CONCLUSION.

Permit me, through you, to thank the teachers of the Department for their very gracious and considerate treatment, and the Board of Education for their hearty support and wise counsel. To yourself I shall always owe a debt of deepest gratitude for your exceeding kindness and thoughtful help. You have made our association more than pleasant and satisfactory, for which I most heartily thank you.

Very respectfully,

M. BABCOCK.

Deputy Superintendent of Schools.

REPORT OF THE INSPECTING TEACHER.

HON. J. W. ANDERSON, *Superintendent of Public Schools:*

SIR: In accordance with your request, I herewith respectfully submit my annual report.

After nearly six years service in this special work, I do not hesitate in saying, the Department should be kept under a faithful supervision. It does not matter by what name such service is called. The inspection is needed, for our department is increasing from year to year so steadily that common sense would indicate the need of a systematic understanding of its condition in order to keep it prompt and efficient; yet, to secure the highest results of good, that service must be searching, fearless and free from all political or other restrictions calculated to interfere with the rights of pupils or to dampen the enthusiasm of teachers in their work. Whenever it is found necessary to report against the condition of a school, or on the inefficiency of a teacher, some other basis of proof should be rendered than mere opinion. Reasonable time and well defined evidence on written work, as well as oral, should be offered as protection to the Deputy or Inspector.

INCOMPETENCY OF TEACHERS.

The law designates incompetency as a cause for removal, but it does not state explicitly whether of scholarship, discipline or any one specific failure; it therefore must be understood in its broadest, most general sense. Now, it would be a most palpable error to state that eight hundred working people must, or can be equally excellent and competent, although the law calls for a specific standard to be reached by all. Somewhere in the ranks incompetency will be apparent, and under the law, it should be plainly defined, that teachers, in case of failure, may see the justice of their dismissal, providing the spirit of the law intends them to have that protective knowledge of their case.

I may here quote from a former report of mine that much of the incompetency existing in the schools does not arise from a lack of book-knowledge or principles, for as a rule our teachers are well trained in that respect, but it is of a personal nature, and comes largely, from the indolent indifferences begotten by the lack of proper supervision. Inefficiency of character and purpose, inability to impart instruction, working only for a living, are things that will cause much of it, resulting in a general lapsing into dull, monotonous methods that neither interest or instruct. Perhaps the most marked cause, is a certain self-sufficiency of manner, which demonstrates itself in a petty contempt for orders and authority. We must have rules and authority, and they must be respected by teachers, for to children, there is no

“objective teaching” so signal in its results as example, and when teachers so far forget the duty of loyalty, as to give, in various ways, daily lessons in rebellion, combined with a supercilious display of self-importance, they at once challenge the charge of *unfitness* if not of actual incompetency. Respectful obedience is the great cardinal virtue of childhood. It does not mar the independence of thought, but is, in reality, an incentive to *reason*, and when properly trained the obedient mind meets the conflict of life with happier results. Therefore the teacher should personify, daily, the respective proprieties of school government. I speak of this phase of incompetency, because, in some cases of preferred charges, I have found this to be the real trouble.

VISITS TO CLASSES.

During the past year I have made about 500 visits to the various schools and classes, besides attending to other duties assigned by you in matters of discipline, counseling with principals and the examination of the Normal Classes. These visits have been made according to your requirements, and reports of same filed with you. It is my custom to spend one-half day in each grammar class, and at least two hours in a primary class, except in the eighth grades. Here I find that visits, even of the Principals, should be shorter and oftener to avoid weariness of the little ones. It has been stated by noted metaphysicians, that from three to five minutes is as long a time as a little child can fix its thoughts on a given point, and that ten consecutive minutes of close application will weary most adult minds. These little ones need freshness and praise with variety. Sometimes I give the first and second grade classes a whole day, deeming it a justifiable part of my work to give the class helps in such studies as they may need. It gives them new ideas of old topics and broadens their range of thought. Supervision should give life to work by encouraging the good as well as censuring the bad. A good lesson to a class, by an expert, will bring out the habits of thought, of work, of memorizing and of reasoning, far better than a set examination. Principals should do more of such work than they do and become familiar with the mental status of each child. No school should be so large as not to admit of this personal scrutiny, and this fact may help to explain why we often find in our smaller schools far more excellent work than in some of our larger ones. A large school needs a corresponding large brained working head to it. We do not always find this apportionment of the talent in the Department. Hence smaller schools are wiser. Monotony is so great an evil in the instruction of children that it should be studiously avoided in every possible way, especially in the voice, which is such a powerful factor in discipline that I wonder at the indifference of teachers to its culture for this purpose. I trust that some counsel from you on the subject may secure better attention to it.

NEW METHODS.

It is with special commendation that I refer to the happy and hearty impulse towards improvement given our teachers by the advent of the N. E.

Association. The great convention has left its mark. I see it wherever I go in the schools. It is discernible in the fact that large numbers of teachers are making special efforts to secure the able help of such noted teachers as Miss J. C. Locke of the St. Louis Manual School, and Miss M. Van Vleck of the Art Department of the Cogswell College, to gain the elementary principles of industrial art for our schools. There is a general reaching out for more modern ideas and fresher methods. I do not disparage the old-time methods of instruction, since many a thorough scholar can prove the benefit of the "old style" by his very thoroughness, but the years are changing in every aspect of life, and the education of children must conform to the evolution of present ideas that become more and more prominent. It was Thomas Carlyle, I think, who deplored the fact that no one in his youth took the pains to show him the skill and beauty around him in nature. Now, while I would insist on the *thorough* drill of simple principles in technical study, I must assert that we need more vivacity and life in much of our instruction. We do not seek to educate geniuses, or specialists, but we must, and ought to make a broad, honest, intelligent commonality. Hence it is not altogether the dry formulas we should give our pupils, but food for thought outside of their books, to be worked up by and for themselves. In thus reaching out for something to think about, the *possible* powers of the child will be best developed. The intricacies of form and design, whether with chalk, pencil, clay or color; the needs of industry; the beauty of plant life and bird life and the grace of motion and sound are all vast powers for gain in the hands of loving, earnest teachers, and I sincerely hope the impetus gained from the convention may result in a broader, more humane system of teaching. Of this I am certain, the stupidity that begets incompetency will never kindle this spark of genuine education in a single mind, for it cannot be found with teachers who come to their task like "Galley Slaves." They may not be to blame for the servitude which a graded machine system involves, but they are to blame if no inspiring desire brightens their work to give the very lives of these children the sharp, well cut line of direction for good that shall follow them beyond the school-room. These are the teachers to be turned adrift from the service, for San Francisco has no need of them. More practical, personal teaching is what is needed, and I trust the present year will see it demonstrated.

VISITING TEACHERS.

The rules require teachers to visit other schools for the purpose of getting information and suggestions of their grade work, but I find that in some cases they do not get such specific help, but are treated to a display of show work, which of itself may be fine, but it is not what the rule requires. Principals should personally see that all visiting teachers have the usual daily class-work explained to them. Classes should proceed with their regular programme. I question not only the professional spirit, but the attention to duty, of that teacher who will deliberately lay aside from a fellow-teacher

some good method of work, or some wise rule of discipline that may be of good to *the children* of some other school. If such mutual helps cannot be gained the rule is useless, and, as many teachers have asserted, the time thus spent was lost. The rule was not established to grant a holiday.

TRANSFER OF PUPILS.

I would also suggest that in the matter of the transfer of pupils, only the name, age and grade be placed on the blank. When this transfer is presented to his new school, the pupil shall be placed in the specified grade, subject to one week's test-work, which shall be placed on file for reference. Should he prove unfit for that grade, report the case at once to the Superintendent, who will demand of the former principal *why* he was so ranked, and let the responsibility rest where it properly belongs. If there are any special facts to be stated in the case let them be written on the back of the transfer, endorsed by the principal. The necessity for some regulation of this kind is apparent in the great variety of opinions in the promotion of pupils when the percentage method is not used, and also in the hypercritical censure rendered to other schools for unreliable transfers.

SMALLER CLASSES.

Your order to dispense with the percentage method of establishing the standing of pupils, will, I am sure, bring much good to our classes. It would, no doubt, be an advantage to teachers themselves if they received their certificates on a more rational basis of adjustment, since the granting of a certificate does not oblige any Board of Trustees to employ the holder of it. In our classes Principals should seek to supplant this weak, fraudulent method with a more thoughtful, just appraisal of individual merit, based on the power of the pupil to render back what he has learned. This plan will call for smaller classes, a much needed reform, endorsed by any one capable of judging. Grammar Classes should have but forty pupils, while forty-five or fifty at the most, is large enough for primary classes, and in order to insure more individual teaching, I call your attention to the advisability of reducing the enrollment.

UNEQUAL ATTENDANCE.

One of the most troublesome evils we have to fear is the yearly contention over unequal attendance at the beginning of a school term. The overcrowding of large schools to the detriment of others having equal accommodations, calls for some wise and prompt adjustment of the trouble. At present much adverse feeling is engendered between Principals of Grammar and Primary Schools over, I suppose, infringement of each other's rights, and sometimes in the haste to settle these local difficulties, wrong may be done a principal who rigidly adheres to the rules. Many queries arise also on the outside of the Department, as to the cause of this problematical increase of some schools over others. That some of them are termed "special," might

seem to be the cause, but the trouble is too radical and continuous for that alone, and I am inclined to the belief that the real cause is found in the wrong *basis* of principals' salaries. So long as the apportionment of salaries depends on the size of the school, whether by rule, or tacitly, this difficulty will exist, for some principals will resort to unprofessional means of keeping their classes full and offering inducements to parents to patronize their schools, even at great distances. Such things are largely instrumental in bringing about this uncertain attendance, and they should never be allowed. After careful study of the subject, I can reach no other conclusion than the one suggested. Under no consideration should salary be based on anything that will affect the interests or rights of the children, either by grading them or in their attendance, and when the present Board of Education revised its schedule of salaries for assistants, putting them on a grade level, with the increase of salary based on experience instead of the *grading* of pupils, it removed one very serious, disgraceful source of injury to our schools. It has now one more reform in that direction to consider, and the more discussion the subject can have the better it will be understood.

The distribution of children seems to be out of proportion to the surrounding population. I doubt if four to six fourth grade classes can be properly sustained from any one center of location, unless the ranks of some other school are broken into to supply the demand. It would seem to be useless to spend money for school-houses in the outlying districts if children are to be herded in the central schools to the detriment of health and morals, to the dangers of panic, and to the unjust discrimination of other sections of the city equally entitled to school privileges. When some wiser plan shall be adopted for those salaries the very large schools will, of themselves, segregate and a more natural division of attendance be gained, simply because the real cause of gathering these crowds will be removed.

It would also seem that, in a city growing and spreading so rapidly towards the hills and valleys adjacent, all should be done that possibly can be to encourage the building of comfortable homes beyond the crowded city centers. A pleasant, well-taught school is a potent factor in such movements of population. The plan adopted at present, to erect smaller buildings, of only two stories, and more of them, will better accommodate the public; for little children should not be forced to travel to school ten or twelve blocks, in all weathers. The dash-away home at noon for a warm lunch is of incalculable benefit to growing children, and they should live near enough to school to have it. When we see such admirable and comfortable buildings erected as the new one on Page Street, the Spring Valley Primary, the one in San Souci Valley, and the one far out on the sand dunes of the Pacific Ocean, we can but rejoice that the Board has been able to grant them. So what can be done to-day for the future, in planting these centers of education, let us do it fearlessly. Whatever will cause a natural drift of the children to the schools nearest their homes should be done. If Principals will not make their schools noted and popular for their excellence,

find those who will. If the salary question is in the way, adjust it on a proper basis. I do not undervalue the healthful ambition of teachers to reach the highest advancement and profit true merit can reach. It is always justifiable for one class of workers to strive to gain the wages of a higher class. This logic holds good in the great world of business where only personal interests are concerned, but it is an open question how far it should go when only public interests are at stake, and where the gain made is at the risks of rights guaranteed to children.

THE NORMAL CLASS.

In regard to the examination of the Normal Class, which duty you placed in my hands, I would state that while the work was unusually severe on me, there being seventy-five pupils and over six thousand answers to criticise and justly mark, I found the work generally of such high order that I wish to make special mention of it. The young ladies who thus spend an extra year for training themselves to be teachers, should be recognized throughout the State in the ranks of teachers, for their certificates are well earned, well endorsed and are clearly legal. Their experience gained in our own classrooms, with the advanced thorough drill of their own excellent teacher, Mrs. Mary Kincaid, should alone be proof of their genuineness and superiority over a mere examination of technical work.

CONCLUSION.

It has been a great satisfaction to me, in my visits, to receive from both teachers and pupils a cordial welcome, and to be able to speak of the general good manners and politeness of the pupils. During the entire term of my service, I can recall but one instance of reprimand to a pupil. The respectful attention which I have ever received, I refer to you with the highest commendation, for it speaks well for their training and their appreciation of supervision when it is just, reasonable and protective. In return for that universal courtesy I have studiously sought to render only justice to all.

Respectfully submitted,

LAURA T. FOWLER,

Inspecting Teacher.

REPORT OF THE PRINCIPAL OF THE BOYS' HIGH SCHOOL.

HON. J. W. ANDERSON, *Superintendent Common Schools.*

DEAR SIR: In compliance with your request, I beg leave to submit the following report of the Boys' High School for the year ending June 30, 1888:

Whole number of individual pupils enrolled.....	378
Average number belonging.....	302.1
Average daily attendance.....	292
Per cent. of attendance	96.65

The opening of the year was signalized by the entrance of forty girls into the school, admission having been granted by the Board of Education to such girls as wished to take a Classical course of study. The wisdom of the step has been fully proved. I need not go into any theoretical discussion upon the merits of co-education, but will draw lessons from its actual experiment.

The girls have taken hold of the work with a zeal born from a desire to excel. They have shown themselves able to meet all the requirements of a vigorous course of study. They have been ambitious, diligent, persevering; in deportment, attentive and obedient; in address, cultured and refined. The scholarship and moral character of the school has been elevated by their presence. The boys have become neater in appearance; in habits, more orderly; in manners, gentle and more polished. A spirit of generous rivalry pervades both sexes and brings out the higher and nobler traits of their characters.

Our course of study has been greatly strengthened and improved. We are training the mind and the hand. Our main purpose is to occupy the pupils mind upon those studies which tend to develop all the mental and moral faculties harmoniously. The so-called *practical* studies are more or less mechanical in their nature. But the skilled hand never rises above mediocrity without a trained mind to direct it. We have, however, made a great extension along practical lines.

Mechanical and free-hand drawing have been made a part of the course, continuing through the three years.

Bookkeeping with Practical and Commercial Arithmetic is required of all in the Junior year. The theory and practice of Single and Double Entry are thoroughly taught; rapid, exact and neat work is insisted upon; and thus our pupils become good accountants, good penmen and reliable book-

keepers. With the mental training of other studies in our course, pupils may become not only careful and efficient clerks, but are able to rise to the higher departments of business.

Another subject of practical use is Surveying. This branch is given to those who do not take Latin. We have a good supply of the ordinary surveyor's tools and after learning the theory of surveying the scholars take the instruments, go out into the streets and fields and make actual surveys.

Much attention is given to Reading, both in connection with the English course and as a separate exercise. Each class has also an exercise in Declamation every week.

The establishment of Heads of Departments has had a great influence in making our work proficient. It has enabled each teacher to get at the best and most useful in his special branch. All are working with two great ends in view, namely: to stimulate the mind towards original investigation, thereby developing thought; to express thought in clear, concise and forcible language.

There are needs in our curriculum still. But the fact that we are requiring of our pupils all they can do well, suggests the necessity of extending our work to four years. As boys of good ability can gain admission to the University from our second year, this forms a serious obstacle to a much desired step.

Another feature of great importance in our school is a well organized and well drilled Cadet Company. This Company is attached to the First Regiment but is officered and drilled by boys chosen from the company itself. The officers are selected not only by special military fitness but they must have a good rank in their studies and be correct in deportment. The Company is well equipped with uniforms and guns and draws its regular quota from the funds of the National Guard. The benefit of this Company as a means of physical culture are incalculable and its influence in discipline is felt throughout the school. I am impressed that membership should be made compulsory upon all boys in the school who meet the requirements of height and physical development.

Allow me to make a few suggestions upon the preparation of pupils for High School work. I do not think the teachers in the Grammar Schools are sufficiently familiar with the kind of work we are doing in the High Schools. The reason is they never visit us. I remember very few instances of visits from principals and first grade teachers since I have been connected with the school. Every first grade teacher in the Department should spend one day of the year in the High Schools, and the Board of Education should set apart such a day for them. Some teachers say they do not fit a majority of their pupils for the High School, but for business pursuits. To this we answer, that a good preparation for the one is also good for the other. The needs of both are the same. It will assist teachers to know what their own pupils are doing with us and to learn in what respects they are deficient. It will enable our teachers to find out individual peculiarities among pupils

and will stimulate the pupils themselves to better work if they see that their former teachers are still following their footsteps. Finally all will be roused to a generous rivalry in producing more satisfactory results.

Some special difficulties in preparatory work deserve mention.

Our Junior pupils find History more difficult than they should. This is due to the fact that they are not able to read readily and understandingly. Pupils seem to have been drilled to read by imitation, hence are mechanical. The subject-matter thereby loses interest.

They seem to expect many repetitions of oral explanations by the teacher and rarely succeed in securing the thought on the first hearing. This is doubtless due in a great measure to the large classes teachers have to manage. Yet with classes of fifty or sixty pupils, we find that an understanding on the part of the pupil that simple statements and explanations will not be repeated quickly trains them to habits of attention and concentration.

A more serious difficulty is met with in Language work. Pupils from the different schools lack uniformity. Some have considerable knowledge of technical grammar; others, scarcely any. Many understand words as individuals, but have no appreciation of their power in a sentence. It is to be hoped that the use of the State Grammar will remedy this defect. Certainly the system of diagramming found therein will greatly aid the work if the diagram is not allowed to become a mere machine and the pupils to be dependent upon it. Probably some systematic directions as to what should be accomplished in the work is needed from the authorities, for the teachers seem undecided about it.

Pupils should be more carefully trained to habits of exact statement. Let no loose and careless answers be given any more than you would allow a pupil to sit or stand loosely and carelessly. Here is an opportunity to inculcate lessons of truth. An inaccurate statement is akin to falsehood, though undesigned; integrity of statement begets integrity of character.

In closing, I wish to thank the Board of Education for many acts of kindness, and especially for their generosity in enlarging our accommodations by giving us three new and needed class-rooms; also yourself and your coadjutors for timely assistance in our work and firmness in sustaining the discipline of the school. Deportment no longer figures on our report cards.

Respectfully submitted,

FRANK MORTON,

Principal Boys' High School.

REPORT OF THE PRINCIPAL OF THE COMMERCIAL SCHOOL.

HON. J. W. ANDERSON, *Superintendent of Public Schools:*

DEAR SIR: At the beginning of the term 1887 we were obliged to vacate the time-honored building on Powell Street, near Clay, for the purpose of allowing necessary repairs and alterations. Five rooms were rented corner Taylor and Post Streets, but as they were not nearly sufficient to accommodate all our pupils at one time, we held half-day sessions, and thus managed to get along as well as we could under the circumstances. In the middle of November we returned to our own quarters. The improvements were all that could be expected, and the building is now perfectly safe, clean and cheerful.

In January, 1888, two important changes took place. Type-writing was added to our curriculum. Its usefulness as a collateral to a commercial education cannot be questioned. Our English branches were divided into two departments. This move proved unsuccessful. The pupils were burdened with studies, and the effect was felt in both the commercial work and shorthand. I advocated the consolidation of the English departments, which was concurred in by the Honorable Board of Education.

That the view which I have hitherto taken of the character and management of the Commercial School was correct, the present condition of the school fully confirms, and the same will justify many of my acts which were from time to time so severely criticised. Any innovation always causes much animadversion. *The "objective" is the true system of instruction, as nothing so arouses and clings to the intellect as demonstration, saving incalculable perplexity and time.*

The mistaken idea generally prevails, that in order to prepare boys and girls for a mercantile career, they must be taught "book-keeping." I expressed my views against the so-called "teaching" of book-keeping in one of my previous reports, and shall therefore not now attempt another onslaught. Let the information suffice, that the real training lies in the discipline, in that fearless and business-like discipline which, if judiciously directed, is sure to promote caution, promptness and reliability, not only with the few naturally so disposed, but also with the many who must have their faults rectified. To the mode of discipline as much as to the course of instruction may be attributed the popularity of our graduates among the business community, as they are not only instructed in the few commercial branches, but also trained up to a true comprehension of the duties, rights

and dignities of American citizenship. The present faculty of the Commercial School well understands its responsibility and performs its work with prudence and moderation.

The useful employment of our Post-graduates deserves mention. These Post-graduates require special qualifications, and only the few possessing them are of any benefit to us. They assist in work with which the regular teachers are not familiar. A Post-graduate class of about ten should be formed annually, the successful to receive a Special Certificate, and then in case of vacancy the Board of Education will have suitable material to choose from. Thus many disagreeable controversies would be avoided. I might then be enabled to make several additions to our Practical Department which it is my ambition to have as nearly perfect as possible. Facilities should be offered without delay to introduce the practical application of the Metric system and Foreign Exchange.

The remarkable growth of the Commercial School vindicates the deep purposes of its design and foundation. It is in a comprehensive sense an English "finishing" or "graduating" school which prepares young women and young men to enter any of the walks of life, full-panoplied, with the ability to make a good beginning in the business world, capable of achieving success and maintaining independence.

On behalf of the Commercial School, I most cordially thank you for your frequent visits, and the pains you have taken to promote its prosperity.

Your obedient servant,

ISIDOR LESZYNSKY,

Principal.

REPORT OF THE PRINCIPAL OF THE GIRLS' HIGH AND NORMAL SCHOOL.

J. W. Anderson, Superintendent of Common Schools:

DEAR SIR : In accordance with your request, I hereby submit a brief report of the Girls' High School and Normal Class for the school year ending June 30, 1888 :

Yours respectfully,

JOHN SWETT, Principal.

ANNUAL STATISTICS, 1888.

Whole number of pupils enrolled during the year.....	704
Average number belonging.....	627
Average daily attendance	590
Per cent. of attendance.....	96
Number of school days in the year.....	202
Number of teachers.....	18
Number of graduates.....	121

GRADUATES OF THE SCHOOL.

The following table shows the number graduated annually since the organization of the school :

1865.....	20	1877.....	101
1866.....	13	1878.....	154
1867.....	34	1879.....	186
1868.....	33	1880.....	205
1869.....	18	1881.....	187
1870.....	35	1882.....	170
1871.....	36	1883.....	159
1872.....	31	1884.....	215
1873.....	50	1885.....	179
1874.....	54	1886.....	189
1875.....	88	1887.....	159
1876.....	90	1888.....	121
Total.....		2,527	

TWENTY-SECOND ANNUAL COMMENCEMENT EXERCISES, JUNE 12, 1888, AT THE
GRAND OPERA HOUSE.

ORDER OF EXERCISES.

(Joseph Rothschild, Esq., member of the Board of Education, presided.)

- 1—Song.....Commencement March
- 2—Essay.....Beyond the Alps Lies Italy
Minnie Todd.
- 3—Essay.....Golden Gate Park
Hattie Dunlap.
- 4—Song (Marchetti).....Ave Maria
- 5—Essay.....'48 and '88
Isabel Williams.
- 6—Essay.....Commerce
Fannie Baum.
- 7—Essay.....Beware of Pickpockets
Olive Harper.
- 8—Alpine Shepherd's Song.....Huber
- 9—Essay.....The Great Procession
Hattie Corlett.
- 10—Essay.....Mirrors
Edith Bridges.
- 11—Delsarte Drill.....Mrs. Lelia Ellis, teacher

Belle Wolf,	Hattie Loring,
Laura Klauber,	Josie Cohn,
May Slessinger,	Alice Fiske,
Eva White,	Frida Blumenthal,
Maud Knowlton,	Blanche Fleishhacker,
Estelle Frank,	Josie Leszynsky.
- 12.....Delivery of Diplomas

By HON. J. W. ANDERSON, Supt. Common Schools.

ORGANIZATION.

At the beginning of the school year the school was reorganized on the "Department plan," instead of the system of partial exchange of work that had previously prevailed. The system has proved satisfactory. The course of study was made somewhat more difficult, particularly in mathematics and history.

At the end of the year a considerable number of pupils failed to meet the new requirements.

The Committee on Classification and the Superintendent sustained the teachers in their refusal to graduate or promote, and the standard of the school was materially raised.

The course in drawing, under the able instruction of Prof. F. M. Goldstein, has been exceedingly satisfactory.

The instruction in the "Delsarte system" by Mrs. Leila Ellis has proved of marked value, as also that of Mrs. Matthews in music.

A FOUR YEARS' COURSE.

I am inclined to think that the time has arrived when it is desirable to establish a course of four years, similar to that in the High Schools of other States. Most of our graduates either enter the Normal Department, or else leave school altogether. Comparatively few enter the State University or any other college. An addition of one year to the present course of three years would enable the graduates to enter the Normal Department so well fitted in the essential studies that the one year in the Normal class could be entirely devoted to the history of education, psychology, methods, and Kindergarten work.

THE NORMAL DEPARTMENT.

The number of graduates from the Normal Department since its organization is as follows:

1877.....	31	1883.....	54
1878.....	25	1884.....	56
1879.....	37	1885.....	45
1880.....	70	1886.....	35
1881.....	86	1887.....	76
1882.....	125	1888.....	99
Total.....			739

NORMAL COURSE.

The course, at the beginning of the school year, July, 1887, was changed from two years to one year, as originally established.

A two years' course might have been a success if the Board had not made the fatal mistake of issuing second-grade certificates to those desiring it at the end of the first year.

Of course a majority of the class took the second-grade certificate, and retired at the end of the first year.

During the past year the pupils received from Miss Stovall a thorough and practical course in Kindergarten work. They also received from Mrs. Ellis some drill in the Delsarte system, and from Mr. Goldstein a course in drawing and clay-modeling. On the whole, the class of '88 left the school well equipped for their work as Primary school teachers.

 ORGANIZATION OF THE SCHOOL FOR 1888-89.

The organization for 1888-89 is as follows:

Seniors.....	3 classes.....	153 pupils.
Middles.....	4 "	173 "
Juniors.....	4 "	197 "
Normal Class....	1 "	61 "
		<hr/>
Total.....		584 "

 CONCLUSION.

The thanks of pupils, teachers and Principal are hereby returned to the Board and the Superintendent for condemning and tearing down the "two-yard rooms," which for years have been the cause of complaints of parents, and of colds and sickness among pupils.

I desire to thank you, as Superintendent of Schools, for the thorough oral examination at the end of the year of the Senior classes, to which you devoted two entire weeks. Your examinations in the different studies and

your suggestions and advice were productive of great good both to pupils and teachers.

I desire, also, through you, to express to the Board of Education my high appreciation for all they have done for the High School by the employment of special teachers in drawing, elocution, music and Kindergarten work.

JOHN SWETT,

Principal Girls' High School.

SECRETARY'S REPORT.

PROF. J. W. ANDERSON, *Superintendent of Common Schools:*

DEAR SIR :—In compliance with your direction I submit the following report :

GENERAL STATISTICS.

Population of the city (U. S. Census 1880)		234,144
Estimated population of the city, 1888, about		300,000
Number of youth in the city under 17 years of age May, '88.		81,171
Number of youth in the city between 5 and 17 years of age who are entitled by law to draw public money, May, 1888		59,713
Valuation of city property for the fiscal year 1887-88.		\$251,746,111 00
Fiscal year 1886-87	\$230,151,009 00	
Increase for the year	21,595,102 00	
Receipts of the School Department for the fiscal year 1887-88.		929,971 62
Fiscal year 1886-87	843,541 43	
Increase for the year	86,430 19	
City school tax on each hundred dollars		12.09 cts.
Estimated value of school sites	1,930,000 00	
Estimated value of school buildings	1,063,455 00	
Estimated value of school furniture	206,000 00	
Estimated value of school libraries	6,143 00	
Estimated value of school apparatus	25,000 00	
Total value of school property		\$3,230,593 00

SCHOOL ATTENDANCE.

Enrollment in the High Schools		1,082
Boys, 337; Girls, 745.		
School year 1886-87		1,174
Boys, 291; Girls, 883.		
Decrease for the year	92	
Enrollment in Commercial School		313
Boys, 178; Girls, 135.		
School year 1886-87		319
Boys, 213; Girls, 106.		
Decrease for the year	6	
Enrollment in the Grammar Schools, including some Primary grades		13,931
Boys, 6,548; Girls, 7,383.		
School year 1886-87		14,753
Boys, 7,020, Girls, 7,733.		
Decrease for the year	822	

Enrollment in the Primary Schools, including some Grammar grades.....		23,647
Boys, 12,516; Girls, 11,131.		
School year 1886-87....		23,835
Boys, 12,620; Girls, 11,215.		
Decrease for the year.....	188	
Enrollment in the Evening Schools.....		3,357
Boys, 3,028; Girls, 329.		
School year 1886-87.....		3,230
Boys, 2,858; Girls, 372.		
Increase for the year.....	127	
Whole number of different pupils enrolled during the year in all the public schools.....		42,330
Boys, 22,607; Girls, 19,723.		
School year 1886-87.....		43,311
Boys, 23,002; Girls, 20,309.		
Decrease for the year.....	981	
Average number belonging to High Schools.....		929
School year 1886-87.....		1,034
Decrease for the year.....	105	
Average number belonging to Commercial School.....		232
School year 1886-87.....		255
Decrease for the year.....	23	
Average number belonging to Grammar Schools.....		11,383
School year 1886-87.....		11,983
Decrease for the year.....	600	
Average number belonging to Primary Schools.....		18,272
School year 1886-87.....		18,550
Decrease for the year.....	278	
Average number belonging to Evening Schools.....		1,268
School year 1886-87.....		1,162
Increase for the year.....	106	
Average number belonging to all the public schools.....		32,084
School year 1886-87.....		32,984
Decrease for the year.....	900	
Average daily attendance in the High Schools.....		882
School year 1886-87.....		983
Decrease for the year.....	101	
Average daily attendance in Commercial School.....		225
School year 1886-87.....		248
Decrease for the year.....	23	
Average daily attendance in Grammar Schools.....		10,800
School year 1886-87.....		11,460
Decrease for the year.....	660	
Average daily attendance in Primary Schools.....		17,167
School year 1886-87.....		17,595
Decrease for the year.....	428	
Average daily attendance in Evening Schools.....		1,117
School year 1886-87.....		1,030
Increase for the year.....	87	
Average daily attendance in all the Public Schools.....		30,191
School year 1886-87.....		31,316
Decrease for the year.....	1,125	
Per cent. of attendance in the High Schools.....		95
Per cent. of attendance in Commercial School.....		97
Per cent. of attendance in the Grammar Schools.....		94.9

Per cent. of attendance in the Primary Schools	94
Per cent. of attendance in the Evening Schools.....	83
Per cent. of attendance in all the public schools	94.1
Per cent. of pupils enrolled in the High Schools.....	2.56
Per cent. of pupils enrolled in the Commercial School...	.74
Per cent. of pupils enrolled in the Grammar Schools.....	32.91
Per cent. of pupils enrolled in the Primary Schools.....	55.86
Per cent. of pupils enrolled in the Evening Schools.....	7.93
Number attending private and Church schools only during the year (including Chinese), as reported by the Census Marshals in May, 1888.....	8,018
Number reported in May, 1887.....	12,167
Decrease for the year	4,154
Number attending public and private schools during the year, (including Chinese), as reported by the Census Marshals in May, 1888.....	47,395
Number reported in May, 1887	54,233
Decrease for the year.....	6,838
Number of children between 5 and 17 years of age (including Chinese), who have not attended school at any time during the year, as reported by the Census Marshals in May, 1888.....	12,318
Number reported in May, 1887.....	24,013
Decrease for the year.....	11,695

NUMBER OF TEACHERS IN DEPARTMENT BY GRADES.

JUNE, 1888.

NAMES OF SCHOOLS.	GRADES.								Total Principals without classes.	SEX.	
	Mixed.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.	Males.	Females.
Bernal Heights Primary.....			1		1			1	1	4	4
Boys' High.....	10								1	11	1
Broadway Grammar.....		1	2	2	2		1	2	3	16	16
Buena Vista Primary.....				1		1				3	3
Bartlett Primary.....								2	5	1	9
Clement Grammar.....		2	2	2	3	1	2		1	16	16
Cleveland Primary.....						2	2	6	1	13	13
Columbia Grammar.....		1	1	1	1	1	1	2	3	12	12
Commercial.....	10								1	11	5
Chinese.....					1			1	1	2	2
Denman Grammar.....		2	3	3	3	2	1	1	1	17	16
Eighth Street Primary.....								2	6	1	9
Emerson Primary.....					1	2	3	6	1	13	13
Fairmount.....		1		1	1	1	2	3	1	11	11
Franklin Grammar.....		1	2	3	3	2	3	2	1	17	2
Five-Mile House Primary.....				1						2	1
Garfield Primary.....					1	1	2	2	4	1	11
Girls' High.....	17									18	5
Grant Primary.....						2	2	2	6	1	13
Greenwich Street Primary.....						2	2	3	5	1	13
Golden Gate Primary.....						1	2	1	5	1	10
Haight Primary.....						2	2	2	4	1	11
Hamilton Grammar.....		2	3	2	4				1	14	1
Hayes Valley Primary.....						1	2	2	5	1	11
Irving Primary.....								2	4	1	9
John Swett Grammar.....		2	3	4	5	2	2			19	2
Laguna Honda Primary.....		1				1				2	1
Lincoln Grammar.....			2	4	5	7	3	1		23	3
Lincoln Primary.....					2	2	3	7	9	1	24
Lobos Avenue Primary.....				1	1	1		1	1	5	5
Loug fellow Primary.....					1	2	2	3	7	1	15
Lombard Street Primary.....					1		1		1	3	3
Mission Grammar.....		2	2	3	5	2			1	15	15
Mission Primary.....							3	2	7	1	13
Moulder Primary.....					1	1	2	6	1	11	11
Noe and Temple St. Primary.....		1		1	2	1	2	1	3	12	1
North Cosmopolitan Grammar.....		1	2	4	3	2			1	13	13
Ocean House.....	1									1	1
Ocean View.....				1				1		2	2
Page Street Primary.....			1		1		1	2	2	7	7
Pacific Heights Grammar.....		1	1	1	2		2	2	2	14	14
Point Lobos.....		1				1			1	3	3
Potrero Primary.....		1		1	1	1	1	2	4	12	1
Powell Street Primary.....						2	2	2	6	1	13
Peabody Primary.....						2	2	2	6	1	13
Reidling Primary.....					1	2	2	2	6	1	14
Rincon Grammar.....		2	2	2	3			1	2	1	13
Sanchez Street Primary.....		1	1	1	2	1	2	1	4	1	14
Shotwell Street Primary.....						2	1	2	3	1	9
South Cosmopolitan Grammar.....		2	4	4	4	3	2	1		21	3
South Cosmopolitan Primary.....				2	2	2	2	3	5	1	17
South End.....		1			1		1		1	4	4
South San Francisco.....				1	1	2	2	2	3	1	11
Spring Valley Grammar.....		1	1		2	2	2	1	4	1	15
Spring Valley Primary.....						1	1	1	4	7	7
Starr King Primary.....						2	1	1	7	1	13
Tehama Primary.....						2	2	3	7	1	15
Turk Street Primary.....						2	2	7	1	13	13
Union Primary.....						1	1	2	4	1	9
Valencia Grammar.....		2	3	4	5	3	1			19	2
Washington Grammar.....		1	1	1	2	2	2	1	2	1	13

NUMBER OF TEACHERS IN DEPARTMENT BY GRADES—JUNE, 1888.

(CONCLUDED.)

NAMES OF SCHOOLS.	GRADES.									Principals with out classes.	Total.	SEX.	
	Mixed.	1st Grade.	2d Grade.	3d Grade.	4th Grade.	5th Grade.	6th Grade.	7th Grade.	8th Grade.			Male.	Female.
West End.....	.....	.....	1	1	.....	.....	.....	.....	.....	1	2	.....	2
Whittier Primary.....	.....	.....	.....	.....	.....	3	3	4	10	1	21	.....	21
Evening Schools—													
Lincoln Grammar building.....	10	3	3	4	4	2	2	.....	.....	1	29	10	19
South Cosmopolitan Prim'y build'g.	3	.....	.....	.....	.....	.....	.....	.....	.....	3	1	1	2
Haight Primary building.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....	.....
Washington Grammar building.....	1	1	.....	1	.....	1	.....	.....	.....	4	1	3	1
Potrero Primary building.....	2	.....	.....	.....	.....	.....	.....	.....	.....	2	1	1	1
Kindergarten teachers.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	1
Inspecting teachers.....	2	.....	.....	.....	.....	.....	.....	.....	.....	2	1	1	1
Substitute teachers—Day Schools.....	30	.....	.....	.....	.....	.....	.....	.....	.....	30	.....	30	.....
Substitute teachers—Evening Schools.....	5	.....	.....	.....	.....	.....	.....	.....	.....	5	1	4	.....
	93	37	43	60	77	81	80	92	193	50	806	61	745

SUMMARY OF ANNUAL REPORTS

SCHOOLS.	NUMBER OF PUPILS ENROLLED DURING THE YEAR, NOT INCLUDING PUPILS ENROLLED IN OTHER SCHOOLS.		
	Male.	Female.	Total.
Bernal Heights Primary.....	99	81	180
Boys' High School.....	337	41	378
Broadway Grammar.....		859	859
Buena Vista Primary.....	70	81	151
Bartlett Primary.....	290	234	524
Clement Grammar.....	508	416	924
Cleveland Primary.....	314	337	651
Columbia Grammar.....	320	281	601
Commercial.....	178	135	313
Chinese.....	74	2	76
Denman Grammar.....		948	948
Eighth Street Primary.....	243	178	421
Emerson Primary.....	392	380	772
Fairmount Primary.....	245	258	503
Franklin Grammar.....	402	472	874
Five-Mile House Primary.....	73	56	129
Garfield Primary.....	421	304	725
Girls' High School.....		704	704
Grant Primary.....	440	350	790
Greenwich Street Primary.....	405	367	772
Golden Gate Primary.....	301	241	542
Haight Primary.....	290	267	557
Hamilton Grammar.....	375	398	773
Hayes Valley Primary.....	315	261	576
Irving Primary.....	262	260	522
John Swett Grammar.....	489	645	1,134
Laguna Honda Primary.....	36	32	68
Lincoln Grammar.....	1,132		1,132
Lincoln Primary.....	593	836	1,429
Lobos Avenue Primary.....	138	104	242
Longfellow Primary.....	555	366	921
Lombard Street Primary.....	75	82	157
Mission Grammar.....	318	501	819
Mission Primary.....	449	359	808
Moulder Primary.....	350	326	676
Noe and Temple Street Primary.....	300	308	608
North Cosmopolitan Grammar.....	354	237	591
Ocean House.....	14	16	30
Ocean View.....	47	49	96
Page Street Primary.....	160	170	330
Pacific Heights Grammar.....	337	347	684
Point Lobos.....	64	51	115
Potrero Primary.....	285	291	576
Powell Street Primary.....	385	214	599
Peabody Primary.....	397	396	793

OF PRINCIPALS, JUNE 15, 1888.

Average Number Belonging.....	Average Daily Attendance.	Per cent of Attendance.....	Number of Days School was in Session.....	Number of Teachers who are Graduates of the California State Normal School.....	Number of Teachers who are Graduates of any other State Normal School.....	Number of Teachers who are Graduates of the Girls' High School of San Francisco.....	Number of Teachers who are Graduates of the City Normal Class of San Francisco.....	Number of Teachers who Subscribe for some Educational Journal. . .
157.8	145.7	92.3	201	1	.....	1	1	.....
302.1	291.9	96.6	201	.....	1	.....	.....	7
690.4	654.1	94.7	201	5	.....	5	2	8
126	119	94.4	201	.....	.....	5	1	1
405.2	337.7	95.7	201	.....	1	5	4	5
752.5	706.6	93.8	201	1	.....	7	5	11
499.3	467.1	93.5	201	.....	1	6	4	9
476	451	94	201	3	.....	6	4	2
232.1	224.6	96.8	192	.....	2	1	.....	2
36.6	35.7	97.4	207	.....	.....	2	1	.....
793.3	760.5	95	201	2	.....	7	1	10
363	327	93	201	.....	3	4	.....	6
626.7	592.5	95	201	2	.....	10	.....	13
412.3	388.6	94.2	201	1	.....	8	5	6
717	675	94.2	201	.....	.....	6	2	6
93.4	87.2	93.6	201	.....	.....	1	1	.....
512.6	476.3	92.9	201	2	.....	7	6	3
627	590	96	201	2	.....	2	.....	5
570.2	534.4	93.7	201	.....	.....	7	3	5
632	591	93	201	2	.....	5	1	6
438.4	413.8	94	201	.....	.....	6	4	9
453.5	429.4	94.6	201	2	.....	5	2	4
671	594	95	201	2	.....	8	.....	13
450	416	92	201	2	.....	6	3	3
383.8	363.7	94.7	201	.....	.....	6	4	7
582.8	544.1	95	201	2	.....	9	6	13
50.1	47.4	94.5	202	.....	.....	1	1	1
948	911	96	201	2	.....	8	5	15
1,072	998	93	201	1	.....	13	6	19
182	171	92	201	.....	.....	4	2	3
658.3	626.5	94	201	2	.....	3	5	14
122.8	112.5	91.7	201	.....	.....	2	2	2
694.1	666.4	96	201	1	.....	8	2	4
614.4	581.6	95	201	1	.....	4	2	13
547.7	513	93.6	201	.....	.....	9	5	7
538.3	511.5	95.1	201	1	.....	5	4	10
445	419	94	201	1	.....	6	2	5
26.6	25.6	96	202	.....	.....	.....	.....	1
73.2	70.1	96	203	.....	.....	1	.....	2
270.8	258.4	95.3	201	.....	.....	3	2	4
541	513	94	201	2	.....	3	6	4
87.6	81.7	93.3	202	1	.....	.....	.....	1
452.6	422.6	93.6	201	2	.....	10	8	4
482	453	95	201	1	.....	9	4	13
653	536	95.2	201	1	.....	8	3	7

SUMMARY OF ANNUAL REPORTS OF

SCHOOLS.	NUMBER OF PUPILS ENROLLED DURING THE YEAR, NOT INCLUDING PUPILS ENROLLED IN OTHER SCHOOLS.		
	Male.	Female.	Total.
Redding Primary	432	299	731
Rincon Grammar .....	.....	576	576
Sanchez Street Primary ..	352	389	741
Shotwell Street Primary...	241	212	453
South Cosmopolitan Grammar.....	583	575	1,158
South Cosmopolitan Primary.....	537	455	992
South End	87	77	164
South San Francisco	327	295	622
Spring Valley Grammar.....	541	538	1,079
Spring Valley Primary	219	210	429
Starr King Primary	358	367	725
Tehama Primary	440	254	694
Turk Street Primary	425	391	816
Union Primary	300	260	560
Valencia Grammar	521	590	1,111
Washington Grammar.....	668	.....	668
West End Primary.....	23	18	41
Whittier Primary	693	657	1,350
Evening Schools—			
Lincoln Grammar Building.....	2,279	267	2,546
South Cosmopolitan Primary Building.	239	27	266
Haight Primary Building.....	132	7	139
Washington Grammar Building.....	276	25	301
Potrero Primary Building.....	102	3	105
	22,607	19,723	42,330

RINCIPALS, JUNE 15, 1888—CONCLUDED.

Number of Teachers who subscribe for some educational journal.....	Number of Teachers who are Graduates of the City Normal Class of San Francisco	Number of Teachers who are Graduates of the Girls' High School of San Francisco.....	Number of Teachers who are Graduates of any other State Normal School	Number of Teachers who are Graduates of the California State Normal School.....	Number of Days School was in Session.....	Per cent of Attendance.....	Average Daily Attendance.....	Average Number Belonging.....
13	3	4	.....	3	201	94	484.3	516.8
12	1	5	1	.....	201	95	444.7	469.9
12	3	8	.....	2	201	94	587	621
9	3	5	.....	.....	201	95	358.4	377.1
16	6	9	3	2	201	95	991.2	1,045.5
13	5	9	.....	2	201	95	664	699
2	2	4	.....	.....	202	91.8	120.4	131
3	7	7	.....	1	201	92.5	458.2	494.9
8	4	10	.....	1	201	95.6	736.5	769.9
3	3	2	.....	1	197	93.7	267.7	285.5
1	3	7	.....	1	201	95	550	580
13	5	7	1	1	201	93.5	505.2	539.9
10	6	9	.....	.....	201	94	578	617
9	3	8	.....	1	201	92	337.4	418.8
7	1	6	2	4	201	96.9	941.4	971.6
8	4	7	.....	2	201	95.4	491.6	515.4
1	.....	.....	.....	.....	201	93.6	39.2	42.3
6	8	15	.....	1	201	95	933	1,039
17	14	18	3	2	202	87	866	985
1	.....	1	.....	.....	202	92.5	76	81.4
1	.....	.....	.....	.....	199	84	28.6	34
.....	2	2	.....	.....	202	87.8	105.8	120.4
.....	1	1	.....	.....	202	85	40.9	47.6
453	213	383	30	69	.....	94.1	30,190.7	32,033.5

SCHOOL CENSUS MARSHAL'S REPORT FOR

WARDS.	Number of Children under 5 years of age.....			Total Number of Census Children between 5 and 17 years of age.....			Native born Chinese between 5 and 17 years of age.....			Number of Indian children between 5 and 17 years of age, who live under the guardianship of white persons.....			Number of negro children between 5 and 17 years of age.....			Number of white children between 5 and 17 years of age.....		
	Chinese..	Negro...	White...	Total....	Boys	Girls	Total....	Boys	Girls	Total....	Boys	Girls	Total....	Boys	Girls	Total....	Boys	Girls
First	887	4	3	1,794	2	1	3	1,794	887	4	3	1,794	2	1	3	1,794	887	4
Second	1,693	4	4	4,143	4	....	4	4,143	1,693	4	....	4	2,071	2,089	4,110	13	16	29
Third.....	54	....	3	177	3	10	13	177	54	....	3	176	73	91	164	....	....	....
Fourth.....	848	18	176	2,535	204	226	430	2,535	848	18	176	2,535	1,028	1,024	2,052	32	21	53
Fifth	20	....	....	131	1	....	1	131	20	....	....	....	53	77	130	....	....	....
Sixth.....	319	9	186	1,389	168	157	325	1,389	319	9	186	1,389	523	525	1,048	8	8	16
Seventh.....	633	4	3	1,494	1	....	1	1,494	633	4	3	1,494	748	736	1,484	5	4	9
Eighth.....	730	15	....	2,870	3	2	5	2,870	730	15	....	2,870	1,419	1,423	2,842	16	7	23
Ninth	1,438	....	....	4,893	....	....	....	4,893	1,438	....	....	4,893	2,479	2,410	4,889	3	1	4
Tenth	2,113	19	....	6,055	....	....	....	6,055	2,113	19	....	6,055	3,058	2,947	6,005	34	16	50
Eleventh.....	7,603	2	2	20,439	....	....	....	20,439	7,603	2	2	20,439	10,067	10,355	20,422	14	3	17
Twelfth	4,645	4	....	13,793	9	2	11	13,793	4,645	4	....	13,793	6,859	6,913	13,772	7	3	10
Totals.....	21,013	75	370	59,713	395	398	793	59,713	21,013	75	370	59,713	29,324	29,384	58,708	132	80	212

THE SCHOOL YEAR ENDING JUNE 30, 1888.

NATIVITY OF CHILDREN.												NUMBER OF BIRTHS DURING YEAR.					
												Total. ...	Girls	Boy			
												Foreign born.....	Native born, both foreign ..	Native born, 1 parent for'gn	Native born, native parents.		
Number of children between 5 and 17 years of age who have not at- tended school at any time during the school year.....	Chinese..	Negro...	White...	Number of children between 5 and 17 years of age who have attended private schools, but no public schools at any time during the year.....	Chinese..	Negro..	White ...	Number of blind children between 5 and 21 years of age.....	Chinese..	Negro...	White...	Number of deaf and dumb children between 5 and 21 years of age.....	Chinese..	Negro...	White...	Number of children between 5 and 17 years of age, who have attend- ed public schools at any time dur- ing the school year.....	
1,220	2	108 ....	....	....	462	1	1	1	247	273	1,991	170	88	90	178	
2,772 25	....	357	3 ....	....	981	1	4	3	1	780	1,039	3,623	398	126	189	315
113 ....	....	23	....	2	28	11	....	....	25	49	133	27	8	1	9	
1,490 39	115	113	10	51	449	4	264	4	3	756	470	2,241	110	78	74	152	
82 ....	....	27	....	1	21 ....	....	....	....	62	11	70	8	....	....	....
781 15	48	46	....	81	221	1	196	....	....	641	245	1,013	34	48	48	96
871 9	....	286	....	....	327	....	1	....	....	269	248	1,606	11	30	43	73
1,803 13	....	481	2	4	558	8	1	....	....	1,286	404	1,650	275	36	38	74
3,122 4	....	556	....	....	1,211	....	....	2	....	861	413	5,057	....	146	130	276
3,961 38	....	656	1	....	1,388	11	....	1	1	1,919	912	5,301	55	158	157	315
13,347 13	....	3,379	1	....	3,696	3	....	11	....	6,640	4,434	16,541	431	671	614	1,285
9,490 8	1	1,820	2	3	2,462	....	7	1	1	6,253	3,117	8,856	216	345	327	672
39,052	164	166	7,852	19	142	11,804	29	485	23	6	19,739	11,615	48,082	1,735	1,734	1,711	3,445

TABLE SHOWING THE NUMBER OF PUPILS ENROLLED IN THE
PUBLIC SCHOOLS BY GRADES.

AUGUST, 1888.

SCHOOLS.	GRADES.								Total.
	First Grade.	Second Grade.	Third Grade.	Fourth Grade.	Fifth Grade.	Sixth Grade.	Seventh Grade.	Eighth Grade.	Ungraded.
Bartlett Primary.							206	254	460
Bernal Heights Primary.	3	7	12	16	21	30	39	51	179
Broadway Grammar.	46	49	103	110	105	54	117	186	770
Buena Vista Primary.		7	5	10	21	21	33	60	157
Clement Grammar.	72	101	135	143	102	112	65	128	858
Cleveland Primary.					92	109	148	202	551
Columbia Grammar.	20	30	61	63	57	51	55	166	533
Chinese.				3		12	11	24	50
Denman Grammar.	101	142	164	148	87	74	60	61	837
Eighth Street Primary.							45	336	381
Emerson Grammar.					59	171	137	343	710
Fairmount Primary.	5	24	32	40	60	60	93	149	463
Five Mile Primary.		4	3	10	6	18	30	28	99
Franklin Grammar.	53	78	109	175	120	183	132		850
Garfield Primary.				38	74	85	60	300	557
Grant Primary.					72	116	110	246	544
Greenwich Street Primary.					52	99	168	261	580
Golden Gate Primary.					68	123	117	179	487
Haight Primary.					103	120	102	201	526
Hamilton Grammar.	115	100	171	200	43				629
Hayes Valley Primary.					54	87	101	263	505
Irving Primary.					50	61	115	215	441
John Swett Grammar.	99	151	201	244	123	72	45		935
Laguna Honda.	3	3	5	5	6		7	16	49
Lincoln Grammar.	111	143	224	303	153	118			1,052
Lincoln Primary.			51	90	101	193	282	486	1,203
Lobos Avenue Primary.		7	15	40	28	30	46	105	271
Lombard Street.				16	31	24	20	52	143
Longfellow Primary.					127	169	150	334	780
Mission Grammar.	88	126	191	245	115				765
Mission Primary.						163	156	401	720
Moulder Primary.					61	72	130	339	602
Noe and Temple Streets.	28	36	50	83	80	87	89	142	595
North Cosmopolitan Grammar.	40	87	98	167	107	53			552
Ocean House.		4	9	4	3		2	3	28
Ocean View.		7	8	8	15	12	14	26	90
Pacific Heights Grammar.	50	65	86	79	103	119	53	117	672
Page Street Primary.	16	17	25	57	45	83	72	118	433
Peabody Primary.					129	106	122	262	619
Point Lobos.	4	2	5	8	10	9	15	25	78
Potrero Primary.	23	24	29	24	43	62	109	174	488
Powell Street Primary.					54	115	140	165	474
Redding Primary.				59	81	84	114	180	518
Rincon Grammar.	64	102	126				67	106	642
Sanchez Street Primary.	31	41	47	79	86	64	125	240	713
Shotwell Street Primary.					71	89	76	162	398
South Cosmopolitan Grammar.	98	198	210	224	170	116	62		1,078
South Cosmopolitan Primary.			103	106	114	139	120	245	827

TABLE SHOWING THE NUMBER OF PUPILS ENROLLED IN THE
PUBLIC SCHOOLS BY GRADES—CONCLUDED.

AUGUST, 1888.

SCHOOLS.	GRADES.								Total.	
	First Grade.....	Second Grade.....	Third Grade.....	Fourth Grade.....	Fifth Grade.....	Sixth Grade.....	Seventh Grade.....	Eighth Grade.....		Ungraded.....
South End.....	7	12	7	15	10	16	23	57	.....	147
South San Francisco.....	18	32	35	93	39	90	106	175	.....	583
Spring Valley Grammar.....	39	52	101	120	116	56	89	173	.....	746
Spring Valley Primary.....	.....	.....	.....	.....	51	58	67	167	.....	343
Starr King Primary.....	.....	.....	.....	.....	55	130	65	373	.....	623
Tehama Primary.....	.....	.....	.....	.....	67	136	155	235	.....	593
Turk Street Primary.....	.....	.....	.....	.....	66	113	125	362	.....	666
Union Primary.....	.....	.....	.....	.....	54	115	140	165	.....	474
Valencia Grammar.....	102	172	223	283	188	142	.....	.....	.....	1,110
Washington Grammar.....	31	40	71	121	106	59	58	105	.....	591
West End.....	2	5	7	8	10	6	8	13	.....	59
Whittier Primary.....	.....	.....	.....	.....	155	205	213	532	.....	1,105
Boys' High.....	.....	.....	.....	.....	.....	.....	.....	.....	381	381
Girls' High.....	.....	.....	.....	.....	.....	.....	.....	.....	596	596
Commercial.....	.....	.....	.....	.....	.....	.....	.....	.....	292	292
EVENING SCHOOLS.										
Lincoln.....	128	195	203	252	139	74	26	.....	521	1,538
South Cosmopolitan.....	.....	.....	.....	.....	.....	.....	.....	.....	100	100
Washington.....	25	26	20	36	24	32	.....	.....	33	196
Haight.....	15	16	.....	13	22	.....	.....	.....	.....	66
Potrero.....	.....	.....	.....	.....	.....	.....	.....	.....	50	50
Total.....	1,437	2,105	2,945	3,915	4,204	4,804	5,065	9,708	1,973	36,156

REPORT OF THE SUPERINTENDENT

COMPARATIVE STATEMENT OF THE WHOLE NUMBER ENROLLED AND THE
AVERAGE DAILY ATTENDANCE IN THE PUBLIC SCHOOLS SINCE 1852.

	Number Enrolled.	Average Daily Attendance.
During the year ending October 31, 1852.....	2,132	445
During the year ending October 31, 1853.....	2,870	703
During the year ending October 31, 1854.....	4,199	1,011
During the year ending October 31, 1855.....	4,694	1,484
During the year ending October 31, 1856.....	3,370	2,516
During the year ending October 31, 1857.....	4,637	2,155
During the year ending October 31, 1858.....	5,273	2,521
During the year ending October 31, 1859.....	6,001	2,829
During the year ending October 31, 1860.....	6,108	2,837
During the year ending October 31, 1861.....	6,674	3,377
During the year ending October 31, 1862.....	8,203	3,794
During the year ending October 31, 1863.....	8,979	4,389
During the year ending October 31, 1864.....	10,981	5,470
During the year ending October 31, 1865*.....	.....	6,718
During the year ending June 30, 1866*.....	.....	8,131
During the year ending June 30, 1867*.....	.....	10,177
During the year ending June 30, 1868.....	17,426	11,871
During the year ending June 30, 1869.....	19,885	13,113
During the year ending June 30, 1870.....	22,152	15,394
During the year ending June 30, 1871.....	26,406	16,978
During the year ending June 30, 1872.....	27,664	18,272
During the year ending June 30, 1873.....	27,772	18,530
During the year ending June 30, 1874.....	29,449	19,434
During the year ending June 30, 1875.....	31,123	21,014
During the year ending June 30, 1876.....	34,029	22,761
During the year ending June 30, 1877.....	37,286	24,899
During the year ending June 30, 1878.....	38,672	26,292
During the year ending June 30, 1879.....	38,129	27,075
During the year ending June 30, 1880.....	38,320	28,150
During the year ending June 30, 1881.....	40,187	29,092
During the year ending June 30, 1882.....	40,772	29,435
During the year ending June 30, 1883.....	40,722	30,827
During the year ending June 30, 1884.....	41,942	31,578
During the year ending June 30, 1885.....	43,265	32,183
During the year ending June 30, 1886.....	43,140	32,146
During the year ending June 30, 1887.....	43,311	31,316
During the year ending June 30, 1888.....	42,330	30,191

*No record kept of the number enrolled.

PER CENT. OF ATTENDANCE ON THE AVERAGE NUMBER BELONGING.

1860.....	.83	1875.....	.93.7
1861.....	.90	1876.....	.94.2
1862.....	.90	1877.....	.96.1
1863.....	.91	1878.....	.96.4
1864.....	.92	1879.....	.95.2
1865.....	.92.9	1880.....	.94.1
1866.....	.93.5	1881.....	.94
1867.....	.93.8	1882.....	.94.9
1868.....	.93.75	1883.....	.94.8
1869.....	.92.7	1884.....	.95
1870.....	.94	1885.....	.95
1871.....	.94	1886.....	.95
1872.....	.94.2	1887.....	.95
1873.....	.94.4	1888.....	.94.1
1874.....	.93.3		

MISCELLANEOUS ITEMS FROM PRINCIPALS' REPORTS.

Number of cases of tardiness of pupils.....	20,978
Cases of suspension of pupils.....	376
Cases of truancy.....	992
Cases of corporal punishment.....	4,696
Cases of tardiness of teachers.....	2,333
Visits to parents by teachers.....	2,358
Visits to classes by School Directors.....	879
Visits to classes by Superintendent.....	226
Visits to classes by Deputy Superintendent.....	629
Visits to classes by Head Inspecting Teacher.....	516
Visits to classes by Inspecting Teacher.....	296
Visits to classes by other persons.....	18,378

NUMBER OF TEACHERS IN DEPARTMENT, JUNE, 1888.

	Males.	Females	Total.
Number of teachers in High Schools.....	15	14	29
Number of teachers in Commercial School.....	5	6	11
Number of teachers in grammar grades.....	21	198	219
Number of teachers in primary grades.....	4	466	470
Number of teachers in Evening Schools.....	14	25	39
Number of Kindergarten teachers.....		1	1
Number of inspecting teachers.....	1	1	2
Number of regular substitute teachers, day schools.....		30	30
Number of regular substitute teachers, evening schools.....	1	4	5
Total number of teachers.....	61	745	806
Whole number of principals (included in total).....	20	44	64
Number of principals not required to teach a class (included in total)	17	33	50
Number of vice-principals (included in total).....	7	14	21

PARATIVE STATEMENT OF THE NUMBER OF CHILDREN IN THE CITY FROM
1859 TO 1888, INCLUSIVE,
As reported by the Census Marshals.

UNDER EIGHTEEN YEARS OF AGE.		NUMBER.
June, 1859.....		13,858
" 1860.....		15,409
" 1861.....		20,933
" 1862.....		22,044
" 1863.....		25,952
" 1864.....		30,480
" 1865.....		32,529
UNDER FIFTEEN YEARS OF AGE.		NUMBER.
June, 1866.....		30,675
" 1867.....		34,889
" 1868.....		39,728
" 1869.....		41,488
" 1870.....		45,249
" 1871.....		49,898
" 1872.....		52,587
" 1873.....		54,748
UNDER SEVENTEEN YEARS OF AGE.		NUMBER.
June, 1874.....		60,548
" 1875.....		64,908
" 1876.....		71,436
" 1877.....		80,245
" 1878.....		80,283
" 1879.....		88,104
" 1880.....		84,205
" 1881.....		79,386
" 1882.....		80,155
" 1883.....		82,491
" 1884.....		84,886
" 1885.....		90,468
" 1886.....		95,173
" 1887.....		95,095
" 1888.....		81,171

NUMBER OF PUPILS STUDYING FRENCH, JUNE, 1888.

SCHOOLS.	1st Grade.....	2d Grade.....	3d Grade.....	4th Grade.....	5th Grade.....	6th Grade.....	Total.....	Number studying French neither of whose parents is French.....
North Cosmopolitan Grammar.....	2	8	24	17	9	....	60	43
South Cosmopolitan Grammar.....	11	14	12	20	14	13	84	61
South Cosmopolitan Primary.....	....	....	9	5	7	11	32	13
Total	13	22	45	42	30	24	176	117
Boys' High.....	....	....	....	....	....	....	8	8
Grand Total.....	....	....	....	....	....	....	184	125

NUMBER OF PUPILS STUDYING GERMAN, JUNE, 1888.

SCHOOLS.	1st Grade.....	2d Grade.....	3d Grade.....	4th Grade.....	5th Grade.....	6th Grade.....	7th Grade.....	Total.....	Number studying German, neither of whose parents is German.....
North Cosmopolitan Grammar.....	10	20	33	31	23	....	....	117	14
South Cosmopolitan Grammar.....	86	124	148	176	143	108	60	845	115
South Cosmopolitan Primary.....	....	....	45	52	58	95	93	343	71
Greenwich Street Primary.....	....	....	....	....	22	52	72	146	14
Total.....	96	144	226	259	246	255	225	1451	214

NUMBER OF PUPILS STUDYING LATIN AND GREEK, JUNE, 1888.

Boys' High School—Number of pupils studying Latin.....	202
Boys' High School—Number of pupils studying Greek.....	45
Boys' High School—Number of pupils studying both Latin and Greek.....	45

SCHEDULE OF TEACHERS' SALARIES FOR 1887-8.

HIGH SCHOOLS.

	PER MONTH.
Principals.....	\$250 00
Heads of Departments.....	155 00
Assistants.....	140 00
Teacher of Normal Class.....	160 00
Teacher of Music, Girls' High School.....	50 00
Teacher of Elocution, Girls' High School.....	50 00
Teacher of Mechanical Drawing, Boys' High School.....	60 00

COMMERCIAL SCHOOL.

	PER MONTH.
Principal.....	\$200 00
Heads of Departments.....	150 00
Assistants.....	100 00
Assistants from post-graduate class.....	25 00
Teacher of Penmanship.....	50 00

PRINCIPALS OF GRAMMAR SCHOOLS.

	PER MONTH.
Principals of Franklin, John Swett, Lincoln, South Cosmopolitan and Valencia Grammar Schools, each.....	\$200 00
Principals of Broadway, Clement, Columbia, Denman, Hamilton, Mission, North Cosmopolitan, Pacific Heights, Rincon, Spring Valley and Washington Grammar Schools, each.....	175 00

PRINCIPALS OF PRIMARY SCHOOLS.

	PER MONTH.
Principals of Lincoln, Potrero, Noe and Temple Street, Sanchez Street, South Cosmopolitan, South San Francisco, Tehama and Whittier Primary Schools, each.....	\$150 00
Principals of Cleveland, Grant, Greenwich Street, Longfellow, Mission, Powell Street, Peabody, Starr King, Turk Street, Emerson and Redding Primary Schools, each.....	135 00
Principals of Bartlett, Eighth Street, Fairmount, Garfield, Golden Gate, Haight, Hayes Valley, Irving, Moulder, Shotwell Street and Union Primary Schools, each.....	130 00
Principals of Bernal Heights, Buena Vista, Lobos Avenue, Page Street, South End and Spring Valley Primary Schools, each.....	110 00
Principals of Chinese, Five Mile, Lombard Street, Ocean View, Ocean House, Point Lobos, West End and Laguna Honda Primary Schools, each.....	100 00

VICE-PRINCIPALS AND INSPECTORS.

	PER MONTH.
Vice-Principals, Grammar Schools.....	\$125 00
Second Vice-Principals, Grammar Schools.....	100 00
Head Inspecting Teacher.....	225 00
Inspecting Teacher.....	175 00
Kindergarten Teacher.....	100 00

ASSISTANTS IN GRAMMAR AND PRIMARY SCHOOLS.

	PER MONTH.
First year.....	\$50 00
After 1 year's experience.....	53 00
After 2 years' experience.....	56 00
After 3 years' experience.....	59 00
After 4 years' experience.....	62 00
After 5 years' experience.....	65 00
After 6 years' experience.....	68 00
After 7 years' experience.....	71 00
After 8 years' experience.....	74 00
After 9 years' experience.....	77 00
After 10 years' experience.....	80 00

Except that teachers holding second-grade certificates shall receive no more salary than teachers after six years' experience; all experience in public schools in the United States to count.

EVENING SCHOOLS.

	PER MONTH.
Principal Lincoln Evening School.....	\$100 00
Head Teacher Mechanical Drawing, Lincoln Evening School.....	75 00
Assistants, in Evening Schools	50 00

SUBSTITUTE TEACHERS.

	AMOUNT.
Substitutes, day schools, per day, for reporting.....	\$1 00
Substitutes, day schools, per day, when teaching.....	3 00
Substitutes, evening schools, per night, for reporting.....	1 00
Substitutes, evening schools, per night, when teaching.....	2 00

STATEMENT

SHOWING THE NUMBER OF TEACHERS RECEIVING THE VARIOUS SALARIES IN
THE FOREGOING SCHEDULE.

	PER MONTH.
2 teachers, at.....	\$250 00
1 teacher, at.....	225 00
6 teachers, at.....	200 00
12 teachers, at.....	175 00
1 teacher, at.....	160 00

OF COMMON SCHOOLS.

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STATEMENT SHOWING THE NUMBER OF TEACHERS RECEIVING THE VARIOUS SALARIES IN THE FOREGOING SCHEDULE—CONCLUDED.

	PER MONTH.
9 teachers, at	155 00
11 teachers, at	150 00
14 teachers, at	140 00
11 teachers, at	135 00
11 teachers, at	130 00
17 teachers, at	125 00
6 teachers, at	110 00
16 teachers, at	100 00
2 teachers, at	90 00
266 teachers, at	80 00
27 teachers, at	77 00
1 teacher, at	75 30
16 teachers, at	74 00
31 teachers, at	71 00
72 teachers, at	68 00
32 teachers, at	65 00
41 teachers, at	62 00
1 teacher, at	60 00
35 teachers, at	59 00
41 teachers, at	56 00
39 teachers, at	53 00
46 teachers, at	50 00
4 teachers, at	25 00
35 substitutes (day and evening) paid by the day.....	
806	

Average monthly salary..... \$80 23
 Average monthly salary paid male teachers..... 126 75
 Average monthly salary paid female teachers 76 36

SCHOOLS AND CLASSES.

Number of High Schools.....	2
Number of Commercial Schools.....	1
Number of Grammar Schools.....	16
Number of Primary Schools.....	44
Number of Evening Schools.....	5
Total number of Schools.....	68

Number of classes in High Schools (Boys' High, 8; Girls' High, 14).....	22
Number of classes in Commercial School.....	6
Number of classes in Grammar grades.....	202
Number of classes in Primary grades.....	441
Number of classes in Evening schools.....	38
Total number of classes.....	709

SCHOOL HOUSES—ROOMS RENTED.

Number of buildings used for High Schools.....	2
Rooms, 27.	
Number of buildings used for Commercial School.....	1
Rooms, 6; Hall, 1.	
Number of buildings used for Grammar Schools.....	17
Rooms, 252; Hall, 1.	
Number of buildings used for Primary Schools.....	56
Rooms, 413; Halls, 2.	
Total number of buildings used by the Department.....	76
Rooms, 693; Halls, 4.	

Number of brick school buildings owned by the Department.....	6
Number of wooden school buildings owned by the Department.....	53
Total number of school buildings owned by the Department.....	64

Number of wooden buildings rented by the Department (27 rooms).....	12
Number of pupils taught in rented buildings.....	1,065
Number of lots rented for yard purposes.....	1
Amount paid for rent during the year.....	\$7,736 85

SCHOOL LIBRARIES.

SCHOOLS.	Number of Volumes of Miscellaneous Books.	Estimated Value of Miscellaneous Books.	Number of Volumes of Text-Books	Estimated Value of Text Books
Bernal Heights Primary.....	12	\$3 00	38	\$11 60
Boys' High.....	823	150 00	39	8 00
Broadway Grammar.....	400	100 00	100	20 00
Buena Vista Primary.....	10	5 00	33	6 00
Bartlett Primary.....	500	100 00	700	25 00
Clement Grammar.....	235	100 00	74	15 00
Cleveland Primary.....	200	50 00	150	40 00
Columbia Grammar.....	10	20 00		
Commercial.....			3	1 50
Chinese.....	528	200 00	275	60 00
Dennison Grammar.....	3	2 00		
Eighth Street Primary.....	14	22 00	377	57 80
Emerson Primary.....	90	30 00	138	25 00
Fairmount.....	250	50 00	500	50 00
Franklin Grammar.....			126	25 20
Five-Mile House Primary.....	320	100 00	25	5 00
Garfield Primary.....	300	400 00	50	50 00
Girls' High.....	150	20 00	6	1 50
Grant Primary.....	166	75 00		
Greenwich Street Primary.....	46	8 00	49	19 50
Golden Gate Primary.....	4	8 00	240	43 00
Haight Primary.....	23	5 00	511	50 00
Hamilton Grammar.....	70	12 00	21	7 00
Hayes Valley Primary.....	198	70 00	150	25 00
Irving Primary.....	627	500 00	500	5 00
John Swett Grammar.....	32	5 00	100	25 00
Laguna Honda Primary.....	1,245	250 00	479	50 00
Lincoln Grammar.....	112	40 00	84	5 00
Lincoln Primary.....			83	20 00
Lobos Avenue Primary.....	130	50 00	120	25 00
Longfellow Primary.....			85	8 50
Lombard Street Primary.....	74	75 00	60	30 00
Mission Grammar.....	24	33 00	129	20 00
Mission Primary.....			26	6 60
Moulder Primary.....	8	3 00	155	46 50
Noe and Temple St. Primary.....	1,014	200 00	371	75 00
North Cosmopolitan Grammar.....	85	5 00	20	5 00
Ocean House.....	9	4 00		
Ocean View.....			5	8 75
Page Street Primary.....	96	40 00	8	2 00
Pacific Heights Grammar.....	5	50		
Point Lobos.....	40	5 00	100	
Potrero Primary.....	40	10 00		
Powell Street Primary.....	40	15 00		
Peabody Primary.....	12	5 00	10	3 45
Redding Primary.....	500	100 00	200	28 00
Rincon Grammar.....			72	5 00
Sanchez Street Primary.....	92	80 00	32	23 00
Shotwell Street Primary.....	627	500 00	406	100 00
South Cosmopolitan Grammar.....	180	10 00	318	20 00
South Cosmopolitan Primary.....	11	3 00	162	15 00
South End.....	16	12 00	55	25 00
South San Francisco.....	418	50 00	186	35 00
Spring Valley Grammar.....				

SCHOOL LIBRARIES—CONCLUDED.

SCHOOLS.	Number of Volumes of Miscellaneous Books.	Estimated Value of Miscellaneous Books.	Number of Volumes of Text-Books.....	Estimated Value of Text-Books.....
Spring Valley Primary	75	\$35 00	74	\$10 00
Starr King Primary	133	65 00	15	2 50
Tehama Primary	63	230 65	69	14 45
Turk Street Primary.....	233	10 00	321	66 30
Union Primary.....	24	10 00	...	...
Valencia Grammar.....	545	109 00	642	100 00
Washington Grammar.....	612	180 00	420	40 00
West End.....	35	30 00	161	5 00
Whittier Primary.....	334	50 00	100	7 60
EVENING SCHOOLS.				
Lincoln Grammar building.....	.....	.....	.....	.....
South Cosmopolitan Primary building.....	.....	.....	.....	.....
Haight Primary building.....	.....	.....	.....	.....
Washington Grammar building.....	.....	.....	.....	.....
Potrero Primary building.....	.....	.....	45	14 50
	11,803	\$4,755 15	9,175	\$1,387 65

DETAILED STATEMENT

OF THE FINANCES OF THE DEPARTMENT FOR THE FISCAL YEAR ENDING

JUNE 30, 1888.

RECEIPTS.

Cash on hand July 1, 1887, less outstanding demands.....	\$243 73
From City taxes.....	\$296,948 08
From State apportionment.....	622,371 26
From rents.....	4,432 00
From fees from non-resident pupils.....	822 20
From overpaid salary returned.....	29 35
From sale of old buildings.....	60 00
From canceled demands.....	65 00
From transfer by Board of Supervisors from Street Department Fund.....	5,000 00
	929,727 89
Total.....	\$929,971 62

EXPENDITURES.

For teachers' salaries.....	\$741,951 45	
For janitors' salaries.....	43,635 30	
For office salaries.....	6,060 00	
For shop salaries.....	8,400 00	
For books.....	976 03	
For stationery.....	3,296 13	
For printing.....	1,412 60	
For furniture.....	6,270 63	
For fuel.....	5,168 55	
For lights.....	2,757 50	
For rents.....	7,736 35	
For repairs.....	45,859 03	
For permanent improvements	1,260 37	
For erection of buildings.....	39,825 00	
For postage.....	122 00	
For supplies.....	3,741 24	
For telegraph service—district boxes, telephones, etc.....	1,648 89	
For school apparatus.....	295 00	
For advertising.....	717 85	
For water for outside schools.....	65 00	
For insurance.....	120 00	
For legal expenses.....	93 50	
For incidentals	244 75	
Total school expenses.....		\$921,662 27
Transfer to Revolving Fund.....		5,000 00
		<u>\$926,662 27</u>
Total receipts.....		\$929,971 62
Total amount of warrants drawn.....		<u>926,662 27</u>
Balance, June 30, 1883.....		<u>\$3,309 35</u>

Cost of instruction per pupil, based on the enrollment, and excluding expenditures for erection of buildings.....	\$20 83
Cost of instruction per pupil, based on the average number belonging, and excluding expenditures for erection of buildings.....	27 48
Cost of instruction per pupil, based on the average daily attendance, and excluding expenditures for erection of buildings.....	29 21
Cost of instruction per pupil, based on the enrollment, and including expenditures for erection of buildings.....	21 77
Cost of instruction per pupil, based on the average number belonging, and including expenditures for the erection of buildings.....	28 73
Cost of instruction per pupil, based on the average daily attendance, and including expenditures for the erection of buildings.....	30 53

COMPARATIVE EXPENSES OF THE PUBLIC SCHOOLS AND THE TOTAL EXPENSES
OF THE CITY.

YEARS.	Total Expense of the City.	Total Expense of the School Department.	Per cent. of Expend- itures for School Purposes.
1852.....		\$23,125 00	
1853.....		35,040 00	
1854.....		159,249 00	
1855.....		136,580 00	
1856.....		125,064 00	
1857.....		92,955 00	
1858.....		104,808 00	
1859.....		134,731 00	
1860.....	\$1,142,290 89	156,407 00	13
1861.....	826,012 33	158,855 00	19
1862.....	812,569 25	134,567 00	16
1863.....	1,387,806 12	178,929 00	13
1864.....	1,495,906 32	228,411 00	16
1865.....	1,819,078 52	346,862 00	19
1866.....	2,192,918 79	361,668 00	17
1867.....	2,163,356 02	507,822 00	23.4
1868.....	2,117,786 97	415,839 00	19.6
1869.....	2,294,810 05	400,842 00	17.4
1870.....	2,460,633 27	526,625 90	21.4
1871.....	2,543,717 15	705,116 00	27.7
1872.....	2,726,266 39	668,262 00	24.5
1873.....	3,155,015 99	611,818 00	19.4
1874.....	3,197,508 30	689,022 00	21.5
1875.....	4,109,457 65	707,445 36	17.2
1876.....	3,992,187 16	867,754 89	21.7
1877.....	3,500,100 00	732,324 17	20.9
1878.....	4,664,067 03	989,258 99	21.2
1879.....	5,476,292 86	876,489 14	16
1880.....	5,844,245 98	809,132 72	13.8
1881.....	4,796,570 02	827,323 71	17.2
1882.....	4,197,925 61	735,474 61	17.2
1883.....	3,950,488 24	791,174 99	20
1884.....	3,820,126 01	797,452 23	20.8
1885.....	4,578,275 56	817,168 14	17.8
1886.....	3,555,045 33	815,778 16	22.9
1887.....	3,728,017 22	843,297 70	22.6
1888.....	3,666,879 62	921,662 27	25.1
Total.....		\$18,434,334 98	

SCHOOL FUND, 1888-89.

On February 28, 1888, the Board of Education, as required by law, adopted the following estimate of the amount needed to meet the expenses of the Department during the fiscal year 1888-89, and transmitted it to the Board of Supervisors :

For teachers' salaries.....	\$753,200 00
For janitors' salaries.....	45,800 00
For office salaries.....	6,060 00
For carpenter shop salaries.....	8,400 00
For books.....	2,000 00
For stationery.....	7,000 00
For furniture.. ..	15,000 00
For fuel... ..	8,000 00
For lights.....	2,800 00
For telegraph service—district boxes, telephones, etc.....	1,800 00
For postage.....	200 00
For supplies.....	8,000 00
For school apparatus.....	4,000 00
For repairs.....	20,000 00
For permanent improvements.....	20,000 00
For new school houses.....	50,000 00
For insurance.....	200 00
For water for outside schools.....	200 00
For printing.....	3,000 00
For advertising.....	800 00
For Census Marshals.....	3,000 00
For rents.....	8,000 00
For legal expenses.....	500 00
For incidentals.....	2,500 00
Total.....	<hr/> \$970,460 00

This estimate was reduced by the Board of Supervisors, and the amount allowed was fixed at \$910,000, divided as follows :

For new school houses.....	\$40,000 00
For repairs to school houses	30,000 00
For general expenses.....	840,000 00
Total.....	<hr/> \$910,000 00

The revenue of the Department for the fiscal year 1888-89 is estimated by the City and County Auditor to be as follows :

Cash on hand July 1, 1888, less outstanding demands.....	\$ 3,309 35
From city taxes.....	215,000 00
From State apportionment, rents and sale of old school property.....	695,000 00
Total.....	<hr/> \$913,309 35

GRADUATES OF THE NORMAL CLASS OF THE GIRLS' HIGH SCHOOL, JUNE, 1888.

Arnold, May V.	Fredricks, Theresa	Paterson, Jessie M.
Brace, Mamie I.	Gaines, Nellie C.	Partridge, Alice A.
Barron, Carrie.	Gately, Nellie	Peck, Lydia J.
Blake, Laura May	Grant, Josephine	Perkins, Annie
Burke, Mary E.	Gambitz, Lillian	Pierce, Georgiua
Cohen, Gertrude J.	Grubb, Rosa	Pyne, Julia C.
Cohen, Nettie	Gumaer, Sarah	Pugh, Lizzie T.
Cotret, Amy E.	Harney, Annie	Rudolph, Sallie S.
Connolly, Agnes J.	Hayes, Mattie	Sabins, Mollie L.
Connolly, Elizabeth F.	Herzog, Bertha	Sankey, Mabel F.
Conway, Nora	Hill, Minnie A.	Sloan, Maud
Cookson, Annie	Hobe, Augusta W.	Smith, Martha E.
Crogan, May L.	Howe, Stella H.	Sleator, Ellen A.
Crowley, Maggie	Jacobs, Eva L.	Smithson, Emma
Croughwell, Anna	Jesse, Daisy G.	Sutcliffe, Gertrude E.
Crocker, Belle	Keane, Margaret	Tanforan, Mary
Curtin, Ella J.	Kenney, Delia A.	Troell, Anna Sabina
Dalliba, Carrie W.	Kosminsky, Nannette	Van Brunt, Ruth E.
Douglass, M. Louisa	Larzalere, Gertrude H.	Wade, Elizabeth B.
Dunn, Rebecca	Lyle, Annie G.	Walsh, Nellie G.
Driscoll, Emma I.	McAfee, Harriet	Watson, Mattie
Dworzazek, Pauline	McSweeney, Mamie	White, Hattie I.
Foye, Harriet B.	O'Kane, Annie	Whitcomb, Helen G.
Fogarty, Nora T.	O'Malley, Maggie	Wolf, Annie
Fredricks, Elizabeth L.	Pauba, Matilda	

GRADUATES OF FEBRUARY 13, 1888.

Ahern, Josie B.	Foley, Mary C.	Lafaille, Rosella
Alexander, Ray	Gilchrist, Cecilia H.	Mackey, Nellie V.
Bley, Minnie R.	Gillespie, Jennie H.	McGowan, Mary
Brown, Frances R.	Gurry, Mamie E.	Moran, Mary R.
Crane, Elizabeth A.	Hatman, Josie T.	Moulton, Edith M.
Davies, Cordelia A.	Hobart, Pearl M.	Shepard, Henrietta R.
Derham, Veronica	Jacobs, Nellie A.	Smith, Ella I.
Falk, Ernestine	Kline, Irma B.	Welch, Lizzie
Farrell, Alice M.		

GRADUATES OF THE COMMERCIAL SCHOOL, JUNE, 1888.

Aaron, Victor	Haas, George W.	Luders, Rudolph O.
Blum, Maurice L.	Habernicht, George	Madden, Thomas W.
Boyd, Thomas	Haller, Emil L.	Maurer, Oscar G.
Brickell, Clinton	Hammersmith, George	Meehan, Frank T.
Cerf, Baruch	Heyman, Oscar.	Monteverde, F. E.
Cohn, Marion D.	Hollings, Henry	Morris, John T.
Crowell, Frederic W.	Husing, John W.	Moss, Sanford A.
De Lamater, Oscar W.	Ishida, Kyonas	Newhouse, William D.
Demangeon, Louis G.	Jacobs, Jay	Newman, Aaron
Emanuel, Joseph L.	Kalisky, Reuben	Patch, George H.
Fetz, Joseph A.	Kentzel, John W.	Paul, Frank
Fisher, Abe	King, Charles	Reiss, Emile
Fisk, Frank F.	Kosminsky, Henry S.	Rosenblum, Henry
Fleischman, Charles L.	Leszynsky, Fred L.	Rosendorn, Maurice
Gilbert, Menard	Lewis, Emanuel	Ross, Thomas P.

GRADUATES OF THE COMMERCIAL SCHOOL, JUNE, 1888—CONCLUDED.

Saalburg, Samuel S.	Donahue, Mary C.	McCready, Georgie E.
Sakurai, Seishiron	Durkee, Bessie T.	McElroy, Sadie J.
Sammi, August C.	Fennell, Annie A.	Mitchell, May C.
Shirek, Milton L.	Friedlander, Fannie	Moritz, Matilda
Stern, Bernard M.	Garharino, Ida	Nicolai, Emma
Stitch, Benjamin A.	Geisen, Frances	O'Reilly, Nellie F.
Swahle, Wilford C.	Gillespie, Nellie E.	Peterson, Gertrude
Swasey, William N.	Goldsmith, Tillie	Ragan, Mary L.
Wagner, Edward L.	Greenberg, Lillie H.	Reis, Jennie H.
Wakeman, Godfrey L.	Greninger, Pauline C.	Riley, Lettie C.
Wells, Albert A.	Haas, Sallie	Roge, Ella G.
Wilhelm, August H.	Hackett, Kate C.	Ruef, Louise
Wuhrman, Henry A.	Hafner, Tillie C.	Seelig, Laura
Zeile, John	Hamilton, Jennie	Sieveler, Anna
	Hart, Lena S.	Tietjen, Millie S.
	Healey, Lizzie A.	Tohbenboske, Auna M.
Abrahamson, Celia	Hodnett, May F.	Turrell, Claire
Blake, Ella A.	Janssen, Mary D.	Uhlig, Lillie
Brown, F. May	Jewell, Camille	Vonach, Maggie
Brown, Lillie M.	Johnson, Sarah A.	Wagner, Julia
Buckley, Mary	Kafka, Julia L.	Welby, Rose C.
Cohen, Hannah	Krueger, Ella	Wilkinson, May A.
Connor, Emma C.	Lahaney, Tessie A.	Wolf, Tillie C.
Dewey, Jessie C.	Malm, Caroline Sophie	Woods, Bessie S.

GRADUATES OF NOVEMBER, 1887.

Anderson, Arthur	Guggenhime, Berthold	O'Rourke, Isaac
Bustin, John	Holden, John	Olson, Oliver
Choynski, Sol	Hayes, Bert	Schmidt, William
Dollard, Edwin	Hougaard, William	Stevens, Fred
Duffey, John F.	King, William	Ullmann, Sidney
Fischbeck, Louis	Manning, James	Winehill, David
Freese, Joseph	Morris, David	Weichart, Henry
Grunbaum, Julius	Neuhauer, Julius	
Bryan, Ella	Galbreath, Alma.	Martin, May
Blair, Laura	Heller, Gussie.	Meyers, Minnie
Currier, Rose	Johnson, Augusta.	Stevens, May
Conner, Emma	Kraus, Georgia.	Shaw, Lois
Connolly, Mary	Munson, Lucy.	Weichart, Minnie
Evans, Jennie	Moloney, Minnie.	Wilhelmsen, Gussie
Fay, Annie		

GRADUATES OF THE GIRLS' HIGH SCHOOL—JUNE, 1888.

Aronstein, Adele.	Geist, Lillie W.	Meany, Mary E.
Ash, Teresa.	Gleason, Mary Teresa.	Meehan, Abbie I.
Athearn, Sophie.	Greenbaum, Ida.	Murphy, Katharine.
Abbott, Carrie B.	Gill, Carlotta E.	McColgan, Adelaide.
Adler, Irma.	Harper, Olive.	Neumann, Hannah.
Baum, Fannie.	Hartman, Jenny.	Neppert, Louise C.
Boukofsky, Sarah.	Holmes, Marion E.	Nelson, Matilde F.
Bridges, Edith.	Haas, Susie.	O'Connor, Mary T.
Blumenthal, Frida.	Hanley, Frances R.	O'Rourke, Margaret Mary.
Buehler, Bertha W.	Holland, Mabel Williams.	Partridge, Jessie Elizabeth.
Baker, Estelle.	Hopps, Janet Barbara.	Philip, Martha Henrietta.
Bienenfeld, Sarah.	Hargear, Lillian F.	Packscher, Tessie C.
Brignardello, Aurora.	Hunt, Charlotte F.	Riordan, Kitty F.
Brown, Ida A.	Hunt, Eugenia D.	Rosener, Emma.
Bruce, Janet.	Israel, Dora Thea.	Redmond, Mary Loretta.
Brooks, Alice M.	Jolliffe, Minnie M.	Roach, Margaret M.
Bonestell, Cora M.	Jory, Blanche C.	Rowell, Grace W.
Cohn, Josephine.	Jory, Lillian Harriet.	Stadtfeld, Helen L.
Corbus, Sadie C.	Kraus, Lulu H. C.	Stadtmuller, Henrietta L.
Corlett, Hettie May.	Knowlton, Maud True.	Scheeline, Emma M.
Cotrel Lucy.	Kalisky, Fannie.	Seuf, Eva Emily.
Cronin, Mary Veronica.	Klauber, Laura.	Sheldeman, Hattie.
Condon, Louisa Henrietta.	Lang, Lila M.	Slessinger, May.
Carroll, Lyda A.	Levison, Evelyn.	Smith, Florence Eva.
Callahan, Elizabeth.	Liner, Winnifred A.	Stern, Fannie.
Callahan, May.	Loring, Harriet Christine.	Stolz, Sophie.
Conolly, Emmaretta A.	Lowenberg, Ruby.	Todd, Minnie G.
Curley, Mary L.	Leszynsky, Josie.	Taylor, Maggie A.
Christie, Margaret C.	Lissack, Edna Hood.	Veeder, Grace M.
Dunlap, Hattie L.	Lederer, Caroline.	Ward, Josephine A.
Derrick, Nellie C.	Madden, Bertha.	Wiebalk, Anna M.
Ellis, Lillie R.	McElroy, Louise.	Wightman, Emma.
Edwards, Mabel.	May, Lizzie G.	Williams, Isabelle Fairfax.
Farwell, Susie Clifford.	McEneany, Mary F.	Williams, Laura.
Foster, Nellie.	McIllriach, Effie A.	Wolf, Belle S.
Fiske, Alice May.	McSweeney, Helen Caroll.	Weed, Josephine Halladay.
Flieshacker, Blanche.	Miller, Josephine G.	White, Eva Louise.
Fox, Rebecca.	Martin, Louisa A.	Weaver, Ettie.
Fleming, Jeanette K.	McCarthy, Mary Louise.	Wolfsohn, Rachel.
Frank, Estelle	McDonald, Kittie D.	Wood, Mattie.
Geib, Grace A. E.		

GRADUATES OF THE BOYS' HIGH SCHOOL—JUNE, 1888.
CLASSICAL.

Harry S. Allen.	Lowell A. Eugley.	John B. Palmer.
Harry A. Andrews.	Philip Godley.	John S. Partridge.
Blanche L. Bates.	Mabel Hall.	John T. Pidwell.
George D. Blood.	Alice Hanks.	Henry P. Rethers.
Edward Brandenstein.	William T. Hess.	Louis Samuels.
Maurice Cavanagh.	Edward T. Houghton.	Jewsuke Shimata.
Mary B. Claves.	William Leubbert.	Burbank G. Somers.
Robert D. Cohn.	Albert W. Lyser.	Frank A. Somers.
Marvin Curtis.	Minnie McKinnon.	Wallace L. Thompson.
Nellie R. Downie.	Charles G. Michener.	Arthur C. Turner.
Alfred I. Esberg.	Thomas S. Molloy.	

GRADUATES OF THE BOY'S HIGH SCHOOL—CONTINUED.

ENGLISH.

Walter D. Bliss.	Louis Goldstone.	Albert G. Lang.
Thomas D. Boardman,	James H. Gray.	Samuel Meyer.
Charles H. Bryan.	Isadore Harris.	Robert H. Morrow.
Jerry J. Cudworth.	Charles W. Haseltine.	Alonzo Slaven.
Oscar Ellinghouse.	Alexander S. Jarvie.	Theodore S. Solomons.
John B. Fritsch.	Ichitaro Katsuki.	George Toplitz.

BRIDGE MEDAL PUPILS.

EIGHTH AWARD—JUNE, 1888.

CLEMENT GRAMMAR SCHOOL.		
Benjamin L. McKimley.	Siggie W. Ottenheimer.	William H. G. Shulte.

COLUMBIA GRAMMAR SCHOOL.
George H. Burgess.

FRANKLIN GRAMMAR SCHOOL.
Abe Borkheim.

HAMILTON GRAMMAR SCHOOL.		
Max. L. Rosenfeld.	Edwin O. Hahn.	John Sheehan, Jr.
John P. McDonald.	Jacob Pauson.	

JOHN SWETT GRAMMAR SCHOOL.		
Eugene Morgan.	Herbert M. Anthony.	Albert J. Houston.
David Commins.		

LINCOLN GRAMMAR SCHOOL.		
William Whitman Symmes.	Herbert William Allen.	George Simpson.
Edward P. Muller.	John Francis Jennings.	Oscar Call.
Victor Etienne.	William W. Davis.	William Ralph Arnold.
Fred. M. Flueger.		

MISSION GRAMMAR SCHOOL.		
Samuel Bodwell.	Max Lichtenstien.	William Van Pelt.
Aron Mayers.		

NORTH COSMOPOLITAN GRAMMAR SCHOOL.	
Hubert Schreiner.	Frank Wm. Gillen.

PACIFIC HEIGHTS GRAMMAR SCHOOL.
John G. Freudenberg.

REPORT OF THE SUPERINTENDENT

BRIDGE MEDAL PUPILS—CONTINUED.

POTRERO SCHOOL.

William F. Schlochan.

SANCHEZ STREET SCHOOL.

Robert D. Johnston.

SOUTH SAN FRANCISCO SCHOOL.

William Wilcox.

SOUTH COSMOPOLITAN GRAMMAR SCHOOL.

Martin Kuenstle.
Adolph Herbst.
William D. L. Held.Edgar Klauber.
Romberg Jansen.Oscar Folkers.
Sigmund Salomon.

SPRING VALLEY GRAMMAR SCHOOL.

Frederick Charles Lee.

James Richard Lee.

George Blair Edgar.

VALENCIA GRAMMAR SCHOOL.

Samuel F. Weeks.

George H. Studley.

John V. Campbell

WASHINGTON GRAMMAR SCHOOL.

Walter G. Wolfe.

Harold von der Leith.

Arthur James Knower.

LINCOLN EVENING SCHOOL.

Thomas J. Woods.
G. Ferris Baldwin.
A. M. Burns.
Thomas McCulloch.Charles Harger.
G. Moulin.
Edward Murphy.Charles F. L. Vultee.
Patrick F. Dillon.
George McGinn.

MEDAL PUPILS OF GRAMMAR SCHOOLS—JUNE, 1888.

DENMAN GRAMMAR SCHOOL.

Delia Beck.
Ethel Clement.
Belle Goldman.
Abbie Jennings.
Grace Martin.
Maud Allen.
Jennie Cohan.
Nellie O'Brien.
Alice Livingstone.
Rose Nilsson.Minnie Becker.
Mattie Dunn.
Ida Goddard.
Elsie Lamb.
Lita Woodworth.
Belle Burns.
Rose Faull.
Ella Hildreth.
Belle McCuaig.
Carrie Oulif.Lucy Bradshaw.
Lenore de Siere.
Alice Hussey.
Alma Michalitschke.
Aimee Woodworth.
Mamie Curtin.
Sophie Faull.
Katie Levi.
Viva McArthur.
Maggie O'Brien.

MEDAL PUPILS OF GRAMMAR SCHOOLS, JUNE. 1888.

(CONTINUED.)

LINCOLN GRAMMAR SCHOOL.

Oscar Call.
William R. Arnold.
Herbert W. Allen.
John F. Jennings.
William G. Callinan.
Lewis Edwards.
George Thos. Blanch.

Victor Etienne.
Frederick M. Flugger.
George T. Simpson.
Alonzo W. Follansbee.
Frederick C. Cusheon.
Emil Gingg.
Allen G. Wright.

William H. Davis.
William W. Symmes.
Edward Muller.
James R. Wilson.
Edwin Schwab.
Ernest H. Edwards.

BROADWAY GRAMMAR SCHOOL.

Bella Croall.
Clara Giraud.
Mary B. McEwen.
Bertha Zueger.

Julia Cline.
Annie Ghisla.
Louise Nelson.

Margaret Dunn.
Tillie Lacua.
Annie Quinn.

JOHN SWETT GRAMMAR SCHOOL.

Aleck Still.
Irene Kennedy.
Kate Hennessey.
Jeddie Hoag.

Lorena Gibson.
Mollie Simpson.
Kate Reardon.

Frances McCarthy.
May Newfield.
Georgia Drew.

NORTH COSMOPOLITAN GRAMMAR SCHOOL.

Julia Bahrs.
Maggie Fraser.
Joseph Trask.

Emma Howse.
Theodore Eisfeldt.
Alfred Lewkowitz, 1]

Dora May risch.
Arthur Jones.

NAMES AND LOCATIONS OF SCHOOLS.

NOVEMBER, 1888.

BARTLETT PRIMARY SCHOOL, Bartlett street, between Twenty-second and Twenty-third streets. Miss R. F. English, Principal.

BERNAL HEIGHTS PRIMARY SCHOOL, Cortland avenue, between Laurel avenue and Montrie street. Mrs. K. E. Brogan, Principal.

BOYS' HIGH SCHOOL, Sutter street, between Gough and Octavia streets.
Frank Morton, Principal.

BROADWAY GRAMMAR SCHOOL, Broadway street, between Powell and Mason streets.
Miss Jean Parker, Principal.

BUENA VISTA PRIMARY SCHOOL, York street, between Solano and Butte streets.
Miss A. G. Catlin, Principal.

CLEMENT GRAMMAR SCHOOL, Geary street, between Jones and Leavenworth streets.
Miss M. E. Callahan, Principal.

CLEVELAND PRIMARY SCHOOL, Harrison street, between Tenth and Eleventh streets.
Miss A. E. Slavan, Principal.

COLUMBIA GRAMMAR SCHOOL, Columbia street, between Twenty-fifth and Twenty-sixth streets. Mrs. C. F. Plunkett, Principal.

NAMES AND LOCATIONS OF SCHOOLS—CONTINUED.

CHINESE SCHOOL, 807 Stockton street.

Miss Rose Thayer, Principal.

DENMAN GRAMMAR SCHOOL, northwest corner of Bush and Taylor streets.

James Denman, Principal.

EIGHTH STREET PRIMARY SCHOOL, Eighth street, near Harrison street, rear Franklin Grammar School. Charles F. True, Principal.

EMERSON PRIMARY SCHOOL, Pine street, between Scott and Devisadero streets.

Miss S. A. Rightmire, Principal.

EVENING SCHOOL—LINCOLN GRAMMAR SCHOOL BUILDING

A. H. MacDonald, Principal.

EVENING SCHOOL—SOUTH COSMOPOLITAN PRIMARY SCHOOL BUILDING.

EVENING SCHOOL—WASHINGTON GRAMMAR SCHOOL BUILDING.

EVENING SCHOOL—HAIGHT PRIMARY SCHOOL BUILDING.

EVENING SCHOOL—POTRERO SCHOOL BUILDING.

FAIRMOUNT PRIMARY SCHOOL, Chenery street, near Randall street.

Miss Clara M. Johnston, Principal.

FIVE-MILE SCHOOL, near Five-Mile House.

H. C. Kinne, Principal.

FRANKLIN GRAMMAR SCHOOL, Eighth street, near Harrison street.

Elisha Brooks, Principal.

GARFIELD PRIMARY SCHOOL, Union street, between Kearny and Montgomery streets.

Mrs. L. K. Burke, Principal.

GIRLS' HIGH SCHOOL, Bush street, near Hyde street.

John Swett, Principal.

GRANT PRIMARY SCHOOL, Golden Gate avenue, near Hyde street.

Miss H. M. Fairchild, Principal.

GREENWICH STREET PRIMARY SCHOOL, Greenwich street, between Jones and Leavenworth streets. Mrs. C. R. Pechin, Principal.

GOLDEN GATE PRIMARY SCHOOL, Golden Gate avenue, between Pierce and Scott streets.

Mrs. Aurelia Griffith, Principal.

HAIGHT PRIMARY SCHOOL, Mission street, between Twenty-fifth and Twenty-sixth streets

Miss M. A. Haswell, Principal.

HAMILTON GRAMMAR SCHOOL, Geary street, between Pierce and Scott streets.

W. A. Robertson, Principal.

HAYES VALLEY PRIMARY SCHOOL, Grove street, near Larkin street.

Miss P. M. Stowell, Principal.

HERMANN STREET PRIMARY SCHOOL, corner Hermann and Fillmore streets

Mrs. N. A. Wood, Principal.

IRVING PRIMARY SCHOOL, Broadway street, between Montgomery and Sansome streets.

Miss Carrie B. Barlow, Principal.

JOHN SWETT GRAMMAR SCHOOL, McAllister street, between Franklin and Gough streets.

Albert Lyser, Principal.

LAGUNA HONDA SCHOOL, Eighth avenue, near R street.

Miss Kate F. Casey, Principal.

LINCOLN GRAMMAR SCHOOL, Fifth street, near Market street.

J. T. Hamilton, Principal.

LINCOLN PRIMARY SCHOOL, Fifth street, near Market street, rear Lincoln Grammar School.

Miss A. M. Manning, Principal.

NAMES AND LOCATIONS OF SCHOOLS—CONTINUED.

- LOBOS AVENUE SCHOOL, First avenue, near Point Lobos avenue.
Miss E. Goldsmith, Principal.
- LOMBARD STREET PRIMARY SCHOOL, Lombard street, between Baker and Broderick streets.
Mrs. E. S. Code, Principal.
- LONGFELLOW PRIMARY SCHOOL, Silver street, between Second and Third streets.
Miss Jennie Smith, Principal.
- MISSION GRAMMAR SCHOOL, Mission street, between Fifteenth and Sixteenth streets.
Mrs. N. R. Craven, Principal.
- MISSION PRIMARY SCHOOL, Mission street, between Fifteenth and Sixteenth streets, rear of
Mission Grammar School. Mrs. M. H. Walker, Principal.
- MOULDER PRIMARY SCHOOL, corner Page and Gough streets.
Miss Ella L. Ciprico, Principal.
- NOE AND TEMPLE STREET PRIMARY SCHOOL, corner Noe and Twenty-fifth streets.
Philip Prior, Principal.
- NORTH COSMOPOLITAN GRAMMAR SCHOOL, Filbert street, between Taylor and Jones
streets. Miss A. M. Stincen, Principal.
- OCEAN HOUSE SCHOOL, San Miguel road, near Ocean House road.
Jas. Dwyer, Principal.
- OCEAN VIEW SCHOOL, Ocean View.
Mrs. S. A. Miles, Principal.
- PACIFIC HEIGHTS GRAMMAR SCHOOL, Jackson street, between Webster and Fillmore
streets. Miss M. McKenzie, Principal.
- PAGE STREET PRIMARY SCHOOL, Page street, near Baker street.
Miss Jennie Forbes, Principal.
- PEABODY PRIMARY SCHOOL, West Mission street, between Hermann and Ridley streets.
Miss G. H. Cahaliu, Principal.
- POINT LOBOS SCHOOL, Nineteenth avenue, near Point Lobos avenue.
Mrs. A. E. Tiernan, Principal.
- POTRERO PRIMARY SCHOOL, Minnesota street, between Napa and Sierra streets.
W. H. Edwards, Principal.
- POWELL STREET PRIMARY SCHOOL, Powell street, between Washington and Jackson
streets. Miss Margery C. Robertson, Principal.
- REDDING PRIMARY SCHOOL, Pine street, between Larkin and Polk streets.
Miss M. Deane, Principal.
- RINCON GRAMMAR SCHOOL, Silver street, between Second and Third streets.
Miss E. A. Cleveland, Principal.
- SANCHEZ STREET PRIMARY SCHOOL, Sanchez street, between Sixteenth and Seventeenth
streets. Mrs. F. A. Banning, Principal.
- SHOTWELL STREET PRIMARY SCHOOL, Shotwell street, between Twenty-second and
Twenty-third streets. Mrs. S. J. Mann, Principal.
- SOUTH COSMOPOLITAN GRAMMAR SCHOOL, Eddy street, between Polk and Van Ness
avenue. A. Herbst, Principal.
- SOUTH COSMOPOLITAN PRIMARY SCHOOL, Bush street, near Stockton street.
Miss M. A. Castelhun, Principal.
- SOUTH END SCHOOL, Williams street, near Henry street.
Miss M. A. Scherer, Principal.
- SOUTH SAN FRANCISCO SCHOOL, corner Fourteenth avenue and L street.
Wm. W. Stone, Principal.

NAMES AND LOCATIONS OF SCHOOLS—CONCLUDED.

SPRING VALLEY GRAMMAR SCHOOL, Broadway street, near Polk street.

Silas A. White, Principal.

SPRING VALLEY PRIMARY SCHOOL, Union street, near Franklin street.

Miss J. M. A. Hurley, Principal.

STARR KING PRIMARY SCHOOL, Bryant street, between Sixth and Seventh streets.

Miss Kate Conklin, Principal

TEHAMA PRIMARY SCHOOL, Tehama street, between First and Second streets.

Mrs. E. A. Wood, Principal.

TURK STREET PRIMARY SCHOOL, Turk street, between Buchanan and Webster streets.

Mrs. G. Washburn, Principal.

UNION PRIMARY SCHOOL, corner Filbert and Kearny streets.

Miss A. B. Chalmers, Principal.

VALENCIA GRAMMAR SCHOOL, Valencia street, between Twenty-second and Twenty-third streets. Jos. O'Connor, Principal.

WASHINGTON GRAMMAR SCHOOL, southwest corner Washington and Mason streets.

T. B. White, Principal.

WEST END SCHOOL, San Jose road, near Six Mile House.

Miss M. M. Murphy, Principal.

WHITTIER PRIMARY SCHOOL, Harrison street, near Fourth street.

Miss E. E. Stinson, Principal.

Respectfully submitted,

GEORGE BEANSTON,

Secretary.

